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ABSTRACT

This curriculum guide is one of five developed as part of the Illinois Plan for Business, Marketing, and Management Education for use in 9th and 10th grades. The curriculum guide includes teacher and student activities that can be implemented in many ways. Information on how to integrate the activity objectives of the Illinois Plan into the State Learning Goals also is included. A model for the curriculum is presented that suggests areas and grade levels of study, and a plan for implementing the course is provided, along with resource lists of 42 journal articles and 6 books and a 75-item glossary. The guide consists of 15 units: microcomputer operations, electronic typewriter operations, key by touch system, editing techniques, develop speed and accuracy on keyboard, center text, personal letters, business letters, envelopes, interoffice memoranda, outlines, manuscripts and reports, columnar tables, career decision activities, and numeric 10-key pad. Each unit includes general comments, a topical outline, unit objectives, teacher resources, and student activities with suggestions for evaluation. Eight appendixes include the following: (1) evaluation of microcomputer software for keyboarding; (2) supplies and preventive maintenance; (3) criteria for evaluation of straight-copy timings; (4) criteria for evaluation of production tests; (5) preparation for teaching; (6) control of software; (7) plans for integration of instructional activities to state learning goals; and (8) a crosswalk of instructional activities to generalizable skills, transition skills, vocational ethics skills, and state learning goals. (KC)

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Keyboarding Typewriting and Formatting

Illinois State Board of Education

Adult
Vocational and
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TEACHER'S GUIDE

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KEYBOARDING, TYPEWRITING AND FORMATTING

Teacher's Guide

prepared for the
Illinois Plan for Business, Marketing
and Management Education, Grades 9-10
directed by Dr. John H. Rich

Illinois State Board of Education
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PREFACE

This curriculum guide is one of five developed as part of the Illinois Plan for Business, Marketing and Management Education for use at the orientation level (typically the 9th and 10th grades).

A teacher's guide and a companion student activities packet are available for:

- Business and Technology Concepts
- Business and Technology Concepts/Business Communications
- Business and Technology Concepts/Business Computations
- Keyboarding, Typewriting and Formatting
- Computer Concepts and Software Applications

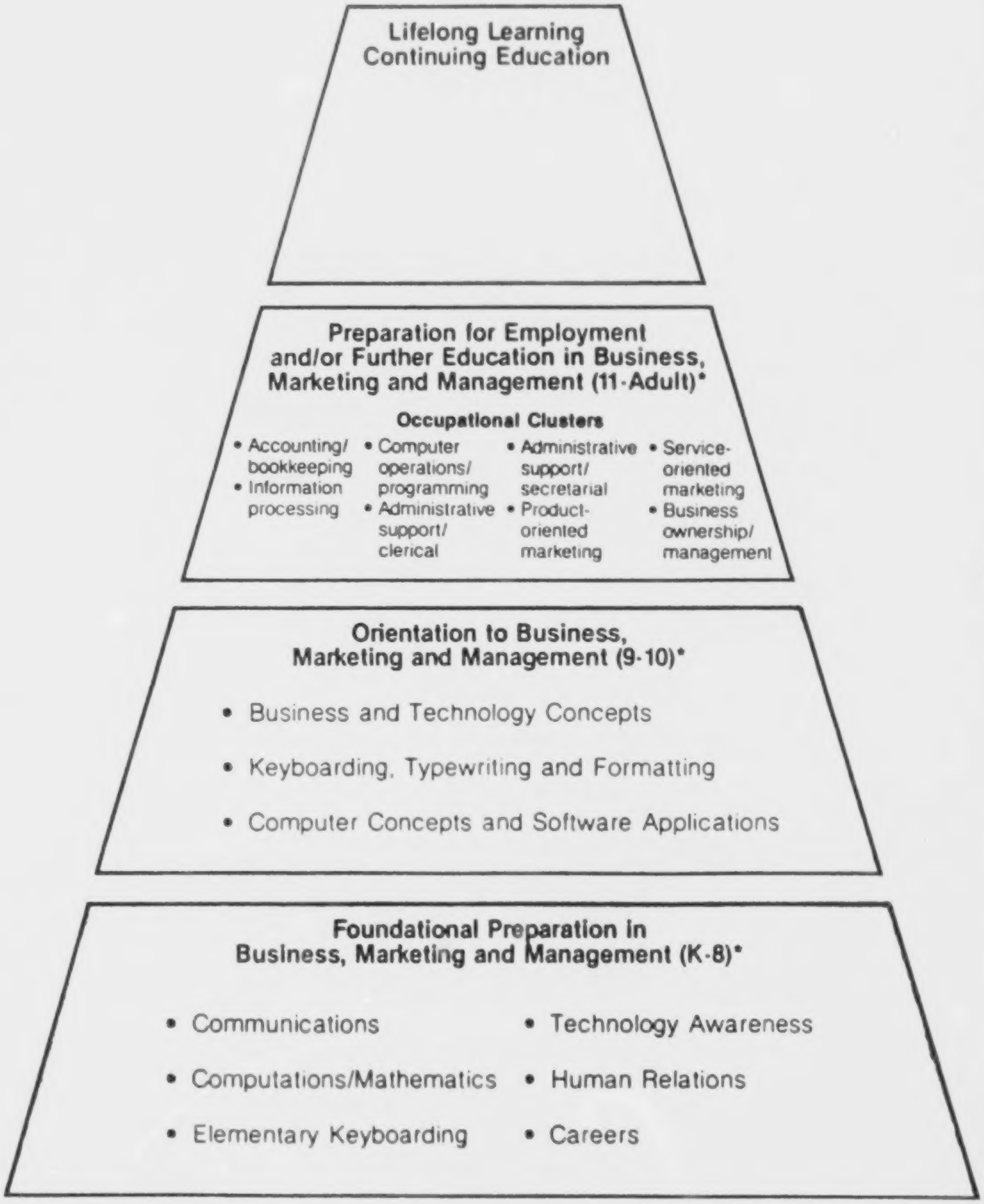
Each curriculum guide includes a wide variety of teacher and student activities which provide extensive flexibility for implementation. Information on how to integrate the activity objectives of the Illinois Plan for Business, Marketing and Management into the State Learning Goals is also included.

The Illinois Model for Business, Marketing and Management Education is presented on the following page. This model presents the suggested areas and grade levels of study.

The Illinois State Board of Education is committed to assisting Education for Employment Regional Systems in the development of quality vocational education programs. The activities outlined in this product have been designed to prepare persons for employment and/or further education in the field of business, marketing and management occupations.

Sincere appreciation is extended to the vocational educators and business and industry representatives who assisted in the development and field-testing of this curriculum.

The Illinois Model for Business, Marketing and Management Education



Lifelong Learning
Continuing Education

Preparation for Employment and/or Further Education in Business, Marketing and Management (11-Adult)*

Occupational Clusters

- Accounting/ bookkeeping
- Information processing
- Computer operations/ programming
- Administrative support/ clerical
- Administrative support/ secretarial
- Product-oriented marketing
- Service-oriented marketing
- Business ownership/ management

Orientation to Business, Marketing and Management (9-10)*

- Business and Technology Concepts
- Keyboarding, Typewriting and Formatting
- Computer Concepts and Software Applications

Foundational Preparation in Business, Marketing and Management (K-8)*

- Communications
- Computations/Mathematics
- Elementary Keyboarding
- Technology Awareness
- Human Relations
- Careers

*Suggested Grade Levels

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KEYBOARDING, TYPEWRITING AND FORMATTING

INTRODUCTION

Course Overview

Keyboarding, Typewriting and Formatting is a two-semester sequence. The first semester is basic keyboarding; the second semester, formatting. The course is designed to enable students to develop the touch method in operating keyboards such as electronic typewriters, data entry terminals and microcomputers.

Course Description

The course will provide the necessary keyboarding and formatting skills that students need for all types of business careers requiring use of keyboards for entering, manipulating and outputting information. The fundamentals of keyboarding are the same regardless of ultimate use or equipment.

Electric typewriters, electronic typewriters or microcomputers may be used when teaching the course using any typewriting/keyboarding textbook. Emphasis, however, is given to state-of-the-art technology and terminology that will provide students with basic concepts and skills required for entry into data/word/information processing careers and other business career preparation programs. The course also will provide basic keyboarding and formatting skills for personal use.

Course Goals

Upon completion of the Keyboarding, Typewriting and Formatting course, students will be able to

1. Master manipulative parts and special features of the electric typewriter, electronic typewriter and/or the mirocomputer
2. Key by the touch system
3. Perform proofreading skills
4. Perform editing techniques
5. Develop straight-copy speed and accuracy skills
6. Center documents vertically and horizontally
7. Use documentation and appropriate reference materials
8. Prepare personal letters
9. Prepare business letters
10. Prepare envelopes
11. Prepare interoffice memoranda

12. Select and use the appropriate supplies and format for business communications
13. Prepare outlines
14. Prepare manuscripts and reports
15. Prepare two-, three- and four-column tables with headers
16. Prepare employment application materials
17. Operate the numeric ten-key pad using the touch system

Course Instructional Materials

1. Typewriting/keyboarding textbooks may be used.
2. If microcomputers are used, a word processing software package and reference manual will be required.
3. If electronic typewriters are used, the operating manual will be needed.
4. Computer-assisted instructional software for keyboarding may be used. Many packages are available, each with different sets of advantages and disadvantages. Usually, these packages only present the keyboard and provide limited speed and accuracy development. Many do not present formatting or word processing functions, such as setting margins and line spacing. Since many of these software programs have been recently introduced, many have not been classroom tested. Teachers will need to evaluate carefully the software before selecting a program for use. A checklist which teachers may find helpful in evaluating software appears in Appendix A.
5. Other typewriting/keyboarding software packages being introduced offer timed writings, evaluation, speed and accuracy development, formatting and games.
6. Refer to periodicals such as Personal Computing, Datamation, The Office, Modern Office Technology and InfoWorld which regularly publish commercial software product reviews.
7. For supplies required, see Appendix B.

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"This We Believe About Keyboarding," Business Education Forum, October 1984, pp. 8-9.

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INSTRUCTIONAL PLAN

Course Outline

KEYBOARDING, TYPEWRITING AND FORMATTING

A. Microcomputer Operations
  1. Naming disk parts
  2. Handling and caring for disks
  3. Naming microcomputer parts
  4. Using Disk Operating System (DOS)
    a. Format disk
    b. Boot computer

        - c. Backup disk
        - d. Load software
    - 5. Naming files
    - 6. Creating new documents
    - 7. Moving cursor
    - 8. Using defaults
    - 9. Saving and retrieving documents
    - 10. Printing documents
    - 11. Editing existing copy
    - 12. Powering down the computer

B. Electronic Typewriter Operations
- 1. Inserting paper automatically
- 2. Setting margins
- 3. Releasing margins
- 4. Setting and clearing tabs
- 5. Using correcting features
- 6. Using visual display
- 7. Choosing print options
- 8. Storing data
- 9. Using memory
- 10. Using decimal tab
- 11. Preparing columnar tables
- 12. Changing ribbons
- 13. Changing correction tape
- 14. Changing pitch and daisy wheel
- 15. Centering automatically
- 16. Returning automatically
- 17. Underlining automatically
- 18. Justifying automatically

C. Key by Touch System Using Proper Techniques
- 1. Keying alphabetic input
- 2. Keying numeric input
- 3. Keying symbol input

D. Editing Techniques
- 1. Punctuating correctly and spacing appropriately
- 2. Capitalizing correctly
- 3. Spelling correctly
    - a. Practice proofreading skills
    - b. Use spell check software
    - c. Use appropriate reference books
- 4. Dividing words correctly
    - a. Listen for beep on electronic typewriter
    - b. Use "hot zone" on electronic typewriter
    - c. Use hyphenation features
    - d. Use word wraparound
    - e. Apply word-division rules to business documents

5. Keying grammatically-correct documents
    a. Use grammar applications software
    b. Apply proper grammar rules to business documents
6. Using error correction techniques
7. Proofreading efficiently

E. Develop Speed and Accuracy on Keyboard
    1. Developing speed
    2. Developing accuracy

F. Center Text
    1. Centering horizontally
        a. Backspace method
        b. Automatic centering
    2. Centering vertically

G. Personal Letters
    1. Keying and formatting from hard copy
    2. Keying and formatting from handwritten copy
    3. Keying and formatting from rough-draft copy
    4. Formatting from stored copy (if memory is available)
    5. Keying and formatting from self-composed copy

H. Business letters
    1. Keying and formatting from hard copy
    2. Keying and formatting from handwritten copy
    3. Keying and formatting from rough draft copy
    4. Formatting from stored copy

I. Envelopes
    1. Preparing in conformity with U.S. Postal Service recommendations
        a. Small or No. 6 3/4
        b. Large or No. 10
    2. Transferring address from letter without rekeying
    3. Saving and reusing envelope format

J. Interoffice Memoranda
    1. Keying and formatting from hard copy
    2. Keying and formatting from handwritten copy
    3. Keying and formatting from rough-draft copy
    4. Formatting from stored copy
    5. Preparing memoranda forms using stored guide words
    6. Keying and formatting on preprinted paper using paper alignment techniques

K. Outlines
  1. Preparing outline
    a. Vertical spacing
    b. Horizontal spacing
  2. Capitalizing outline divisions
  3. Ordering sections
    a. Alphabetic ordering
    b. Numeric ordering
  4. Using automatic outlining features

L. Manuscripts and Reports
  1. Preparing and formatting one-page unbound report
  2. Preparing and formatting two-page left-bound report
  3. Preparing and formatting long report in APA (American Psychological Association) or MLA (Modern Language Association) style

M. Columnar Tables
  1. Computing vertical centering
  2. Computing tab positions mathematically
  3. Setting tabs for columns manually or automatically
  4. Using columnar layout when available to center horizontally
  5. Using decimal tabs and left- or right-justified columns
  6. Reformatting
  7. Editing

N. Career-Decision Activities
  1. Evaluating personal strengths and weaknesses
  2. Exploring career opportunities
  3. Keying and formatting a resume
  4. Keying and formatting a letter of application
  5. Completing an employment application form
  6. Keying and formatting a follow-up letter, letter of acceptance and letter of rejection

O. Numeric Ten-Key Pad
  1. Keying numbers by touch system
  2. Developing speed, accuracy and proofreading skills

Handling Individual Differences

Computer-assisted instruction and keyboarding instructional programs may be used to individualize keyboard instruction. These programs are helpful as a means of assisting students who have had to miss classes or as sources of remediation drills.

Special Topics

1. Student Observation: Observe students carefully throughout the course. Students MUST be taught to use appropriate special features. If not observed, students may complete a project without using the special features.

2. Concepts:
   a. Teach concepts. If students can understand the concept of a skill, they can transfer skills more easily to other equipment or software. Do not have students spend excessive time memorizing codes for particular software and equipment. Provide code sheets which are kept in a convenient location.
   b. To assist students in conceptualizing the keyboarding and formatting process, consider having students develop a manual throughout the course. This manual should be kept on a disk and could include the items listed below. This listing is not all inclusive; add topics pertinent to concepts students should learn and to equipment which will be encountered on the job.
      (1) Care and handling of disk and equipment
      (2) Definitions of keyboarding and word processing terms
      (3) Special features of word processing software and the computer, including commands
      (4) Special documentation for formats, macros and naming conventions
      (5) Trouble-shooting guide showing what to do when specific problems arise

3. Classroom Environment: For many students, the electronic office environment will be different from other classroom environments experienced. In this environment, the teacher has an even greater opportunity than ever before to teach decision-making skills, transitional skills and vocational ethics. It is important for the teacher to provide students a classroom environment conducive to making decisions and carrying out those decisions in an ethical manner.

4. Decision-Making Skills: The teacher should assign work which provides students with opportunities to
   a. Identify goals
   b. Set priorities
   c. Analyze tasks
   d. Organize work and manage time
   e. Delegate work
   f. Give orders or instructions
   g. Follow up on the progress of others
   h. Troubleshoot and problem solve

i. Communicate (written and oral)
   (1) listen
   (2) observe
   (3) give feedback
   (4) read body language
   (5) experience sympathy/empathy
   (6) illustrate/demonstrate
   (7) give examples
   (8) organize ideas
j. Handle conflict

5. Transition Skills: Transition skills are those skills which can be learned in one setting and applied to other settings. Transition skills result in changes in routines, family, relationships with others, assumptions or roles within work, school, health, finance or self. Orientation-level students face many transitions: choosing a career; finding and securing a job; seeking identity; coping with stress, loss and grief; and becoming educated. Growth from youth to adult generally involves many decisions, such as whether or not to remain in school, to marry or to remain at home with parents. Throughout life change and transition will continue to occur. The need to change jobs, to retrain, to be more successful, to cope with illness and to adjust to the challenges of old age and/or retirement are some of the transitions for which youth need preparation. Teachers should implement problems and simulations for handling transition, such as:
   a. Using as much unedited material and handwritten copy as possible
   b. Teaching students to self-check material as much as possible, especially production work being practiced prior to testing
   c. Meeting standards set by local business/industry for mailability (see Appendix D).

6. Vocational Ethics: Assist students in coming to their own conclusions about ethical and unethical behavior. Situations which can arise and can be discussed in a Keyboarding, Typewriting and Formatting class include
   a. Consequences of cheating on timed writings
   b. Consequences of software piracy
   c. Problems which can be encountered in sharing printers and other equipment in the classroom
   d. Problems resulting from sharing work performed for yourself
   e. Problems which can be encountered in sharing work area
   f. Methods of handling differences in work procedures between employer and teacher, such as letter styles, punctuation and word division rules

   g. Taking responsibility for one's own work, such as not making excuses for missing deadlines because of computer downtime when other equipment is available

7. Practice Time: Move slowly through tasks, allowing for more practice time than has been given for the traditional typewriter. Practice time can be terminated when the concept has been mastered.

8. Features: Introduce features only when needed, as has been done with typewriter machine parts. Following is a listing of those basic features which should be taught in the first-year Keyboarding, Typewriting and Formatting course.
   a. Delete
   b. Insert
   c. Typeover mode
   d. Boot/exit
   e. Clear video display
   f. Tabs: grid, clear and set, indent and outdent, decimal tabs
   g. Automatic centering
   h. Automatic return and word wraparound
   i. Automatic hyphenation
   j. Automatic underline
   k. Boldface
   l. Flush right
   m. Right justification
   n. List files (directory/catalog)
   o. Reveal codes (hidden or embedded)
   p. Macros
   q. Block and move
   r. Form fill in
   s. Automatic item numbering
   t. Temporary left margin
   u. Spell check
   v. Footers and headers
   w. Super/subscripts
   x. Global search
   y. Automatic outlining
   z. Automatic column layout

Evaluation

1. Evaluating Techniques
   a. In the early stages, emphasis should be on technique. Teachers should demonstrate and explain good technique while presenting the alphabet, number, symbol and function keys.
   b. As students are practicing, teachers should observe student techniques and provide immediate feedback by

making comments on correct techniques and offering specific corrective comments for incorrect techniques.
   - c. A technique checklist may be used but is not essential if the teacher provides sufficient observation. Evaluation checklists appear in teachers' manuals accompanying typewriting/keyboarding textbooks.
   - d. Assigning grades to a technique checklist is not recommended; techniques usually are reflected in skill achievement.

2. Evaluating straight-copy skills
   - a. Straight-copy timed writings should be given to measure straight-copy skill improvement. Three-minute timings usually provide adequate measurement of a student's ability.
   - b. To be valid and reliable, scores should reflect all of a student's work--not just the best performance. Teachers should record ALL timings. Textbooks have suggested evaluation standards; however, examine Appendix C for an alternative.

3. Evaluating production work
   - a. Once students reach basic stroking speeds in the upper teens and lower twenties, emphasis should begin to shift from straight-copy timings to problems (production timings). Products should be evaluated for time and accuracy.
   - b. Production tests should
      - (1) Cover types of problems practiced in class
      - (2) Cover problems which are similar to work performed in offices
      - (3) Be short enough to be completed by even the slowest individual in class
      - (4) Be taken over three or four days to give a true indication of student performance
      - (5) Include the "preproduction" test activities in the timing.
      - (6) Include decision-making problems.
   - c. Textbooks have suggested evaluation standards; however, examine Appendix D for an alternative.

4. Assigning final grades
   - a. Evaluate end-of-the-course skills by administering a comprehensive examination given over three or four class periods.
   - b. Decrease the weight given to straight-copy skill as the year progresses. At the beginning of the course, straight copy may account for up to 50% of the grade with

the remaining weight for production. Near the end of the course, production should account for up to 70% with the remaining 30% for straight-copy grades.

Overview of Curriculum Guide

1. Each unit consists of planning, teaching and evaluation strategies designed to assist in teaching Keyboarding, Typewriting and Formatting on the electric/electronic typewriter or microcomputer.
2. Even though units are lettered, they do not have to be taught in that order. Many of the topics can be integrated into other units of instruction. Follow the order of presentation in the typewriting/keyboarding textbook being used.
3. The units are divided as follows:
   a. Units A and B familiarize students with microcomputers and electronic typewriters.
   b. Unit C presents introduction of the keyboard.
   c. Unit D deals with language arts skills, fundamentals of proofreading and error correction.
   d. Unit E suggests methods for developing speed and accuracy.
   e. Units F through O provide specific ideas for teaching production content.

GLOSSARY

AUTOMATIC CENTERING: A feature that places text in the middle of a line of type.

AUTOMATIC HYPHENATION: A feature that assists in placing hyphens at the end of lines; it may be automatic or may require operator decisions.

AUTOMATIC INDENT: Tab position set to automatically indent lines when carrier release is pressed.

BASIC PROGRAM: Beginner's All-Purpose Symbolic Instruction Code--A widely used programming language for office automation, particularly useful for microcomputer applications. (Hines)

BLOCK AND MOVE: Feature that allows user to mark a section of text and move that text to another location. Also called cut and paste.

BOLDFACE: Characters printed darker than other text. (Popyk, Addison Wesley)

BOOT: The process of starting a computer by loading the operating system. Also called a "cold" boot.

CATALOG: See Directory.

CODE KEY: Keyboard keys that change the function of character keys.

COLD BOOT: See Boot.

COMMAND: An instruction given to the computer to perform a specified task.

COVER-UP RIBBON: Ribbon that covers up typewriter ribbon ink on an electronic typewriter.

CURSOR: An indicator on the screen that shows where something will happen next. The cursor can be a blinking or unblinking underline, a rectangle or an arrow.

CURSOR-MOVEMENT KEY: A key that when pressed will move the cursor in a designated direction. Cursor-movement keys generally have directional arrows.

DAISY WHEELS: A letter-quality impact printer that uses a wheel-shaped element from which spokes or character arms radiate. (Popyk, Addison Wesley)

DECIMAL TAB KEY: Tab key used to line up all decimal points in a column of numbers; also used to line up spaces after colons and to right-justify a column. (Popyk, Addison Wesley)

DEFAULTS: The automatic settings used by a program if the user does not specify.

DICTIONARY: See Spell Check.

DIRECTORY: Listing of files on disk.

DISK OPERATING SYSTEM (DOS): The computer program that manages the operation of a computer system. (Goldstein)

DISK/DISKETTE: A circular, mylar disk encased in a protective jacket and used as a storage medium for microcomputer programs and data. (Goldstein)

DISPLAY: Term applied to the screen of a CRT-equipped word processing typing system, as well as the textual images appearing on that screen. (Smith, Baker, Sumner, Bate)

DOS: See Disk Operating System.

DOT COMMANDS: See Embedded Commands.

DOT MATRIX: A printing pattern produced by some printers in which a group of closely spaced dots resembles the shape of a character. (Popyk, McGraw-Hill)

EDITING: Cleaning up writing to improve communication. (Popyk, Addison Wesley)

ELECTRONIC DICTIONARY: See Spell Check.

EMBEDDED COMMANDS: Print commands stored inside a document file; also called dot commands.

FILE: A collection of related records.

FOOTER: Information to be printed consistently at the bottom of each page of a multiple-page document. (Popyk, Addison Wesley)

FORCED PAGE: A method used to end page at a specified location other than that determined by the program.

FORMAT: (1) In a document, the margins, tab positions and spacing between lines. (Popyk, Addison Wesley)
(2) See initialize.

FUNCTION KEYS: Control keys on a computer that allow it to perform special tasks or functions as directed by a program. (Smith, Baker, Sumner, Bate)

GLOBAL SEARCH AND REPLACE: Word processing feature that finds text the user has marked, removes it, and replaces it with text specified.

GRAMMAR CHECK: A word processing add-on that allows a user to check the grammar in a document. (Goldstein)

HANGING INDENT: A method for entering text in which each line is indented the same amount as the line above it. (Goldstein)

HARD COPY: Printout of a document.

HEADER: Information to be printed consistently at the top of each page of a multiple-page document. (Popyk, Addison Wesley)

HELP SCREENS: Program instructions that can be accessed on the screen by pressing the appropriate key(s).

"HOT ZONE": Series of spaces that warn when the end of a line of type is near. Associate it with hyphenation.

INITIALIZE: Prepare or format a disk for use by magnetically marking the boundaries of tracks and sectors. (Popyk, Addison Wesley)

KEYBOARDING: Entering data using a keyboard. (Goldstein)

KEYSTROKE: The striking of a letter, number or symbol key.

LIFT-OFF CORRECTING RIBBON: A ribbon which lifts off ribbon ink on an electronic typewriter.

MACRO: A method of generating a sequence of keystrokes using a single keystroke. (Goldstein)

MENUS: Lists of processing choices displayed on a screen. (Smith, Alexander, Medley)

MERGE: Feature that allows combining files from a master file with variables in a separate file or variable entered via the keyboard during merging.

MOVE: See Block and Move.

NAMING CONVENTIONS: A set of standards for naming (or identifying) documents on a disk.

OPTICAL CHARACTER READER (OCR): A device or scanner that reads printed or typed characters and converts them into signals for input into a data or word processor. (Popyk, McGraw-Hill)

OUTLINE FEATURE: Feature that automatically formats outlines using appropriate levels of numbers, letters and symbols.

OVERSTRIKE: When striking over replaces the letter over which it strikes. Insertions may only be done with overstrike mode off.

PITCH: Number of characters per inch across a page. (Popyk, Addison Wesley)

PROGRAM: A set of computer instructions.

RANDOM ACCESS MEMORY (RAM): Working memory or working storage of a computer, where programs and data are stored temporarily while the computer is on. (Popyk, Addison Wesley)

READ ONLY MEMORY (ROM): Information permanently written when this form of internal memory is manufactured. Thus, the information in ROM can be read but cannot be changed.

REBOOTING: Resetting a computer system without turning off computer. Sometimes it is called "warm" boot.

REFORMATTING: Process of changing format of a document.

REVEAL CODES: See Embedded Codes.

ROM: See Read Only Memory.

SCROLL: To move stored text vertically or horizontally so that it can be viewed on the video display screen. (Popyk, McGraw-Hill)

SPELL CHECK: Program that checks a document for spelling errors; also called electronic dictionary or spelling verifier. (Popyk, Addison Wesley)

STATUS LINES: A line of data on the screen indicating the current state of the computer and/or the program that is currently running. (Goldstein)

STOP CODE: A code which stops printing of stored document to allow operator to key in original data or to change ribbons on electronic typewriter.

STORAGE BUFFER: A temporary computer memory in which documents can be stored before being released to the printer. (Popyk, Addison Wesley)

TAB GRID: Preset tabs set every five spaces across the line length.

TEMPORARY LEFT MARGIN: See Hanging Indent

TEN-KEY PAD: Numeric keys arranged as on an adding machine; usually located to the right of the alphabetic keyboard.

TOGGLE SWITCH: A switch which turns a feature both on and off.

TRACTOR FEED: A device that guides continuous-form paper through a printer. (Popyk, McGraw-Hill)

TYPEOVER MODE: See Overstrike.

WARM BOOT: See Rebooting.

WIDOWS AND ORPHANS: Usually a single line of paragraph text isolated at the top or bottom of a page.

WRAPAROUND: Program feature that automatically moves a word that will extend beyond the right margin to the beginning of the next line. (Popyk, Addison Wesley)

WRITE-PROTECT: To prevent magnetic storage media from being written on by a program. Sometimes this is done by covering a notch on a floppy disk. Various software protection methods are also used to protect individual files.

GLOSSARY RESOURCES

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Hines, V. Douglas. Office Automation: Tools and Methods for System Building. New York: John Wiley & Sons, 1985.

Popyk, Marilyn K. Up and Running!: Microcomputer Applications. Reading MA. Addison-Wesley Publishing Co., 1987.

Popyk, Marilyn K. Word Processing and Information Systems: A Practical Approach to Concepts. New York: McGraw-Hill Book Co., 1986.

Smith, Allen N., Wilma Jean Alexander and Donald B. Medley. Advanced Office Systems. New York: South-Western Publishing Co., 1986.

Smith, Harold T., William H. Baker, Mary Sumner and Almon J. Bate. Automated Office Systems Management. New York: John Wiley & Sons., 1985.

UNIT A: MICROCOMPUTER OPERATIONS

UNIT PLAN

General Comments

1. Recognize that this unit should not be taught as one complete unit. As can be noted in the objectives, certain features must be taught before students begin learning to keyboard; however, additional features should be taught as needed.
2. As a teacher has to learn new terms and new parts of the microcomputer, so must students learn these new terms and parts. See Appendix E for hints on preparing to teach using the microcomputer.
3. The teacher must preplan the controlling of software in the classroom. See Appendix F for suggestions.
4. The teacher must be concerned with preventive maintenance and safety.
5. Use a simple-to-complex approach to teaching terms and parts so that students' anxieties are minimized.
6. Sufficient time should be spent on this unit so that each student fully understands the terms, parts and care related to a microcomputer and its media. Students who do not appear to understand a concept (through testing and/or observation) must be individually tutored to avoid future student, as well as teacher, frustration.
7. Consider having each microcomputer set up and turned on with formatted disks inserted for the first day of class, providing students an opportunity to get their hands on the equipment quickly to maximize motivation.
8. Write booting commands, special commands and editing commands on the chalkboard or transparency and save for easy daily reference.

Topical Outline of Unit

MICROCOMPUTER OPERATIONS

1. Naming Disk Parts

2. Handling and Caring for Disks

3. Naming Microcomputer Parts

4. Using Disk Operating System (DOS)
    a. Format Disk
    b. Boot Computer
    c. Backup Disk
    d. Load Software

5. Naming Files

6. Creating New Documents

7. Moving Cursor

8. Using Defaults

9. Saving and Retrieving Documents

10. Printing Documents

11. Editing Existing Copy

12. Powering Down the Computer

Unit Objectives

At the end of the first day, students should be able to

1. Name disk parts
2. Handle floppy disks properly
3. Boot the computer
4. Use the cursor efficiently
5. Power down the computer properly

At the end of the unit, students should be able to

6. Name microcomputer parts
7. Format data disks
8. Create document files
9. Apply appropriate file names
10. Save and retrieve documents from storage
11. Format documents by using menus and help screens
12. Use defaults
13. Operate printers
14. Print documents
15. Edit existing files

Evaluation of Unit

1. Informal teacher observation. Students should not be allowed to move to another activity in this unit until objectives from the preceding activity have been met satisfactorily.

2. Formal teacher observation. A checklist of all activities related to operating the microcomputer can be developed and used to check for successful demonstration of all operations by each student.

Teacher Resources for Unit

Alexander, Wilma Jean, Patsy A. Dickey-Olsen, Jean Grever and Marilyn Wilkins. "Word Processing: A Guide to Program Planning," 1984.

Alexander, Wilma Jean and Patsy Dickey-Olsen. "Issues Related to Keyboarding," Data Base, Spring 1983, pp. 4-6.

Clippinger, Dorinda A. "Document Formats: Are They Computer Compatible?" The Balance Sheet, May/June 1986, pp. 7-10.

DOS Manuals. (See your manuals for both hardware and software.)

Flatey, Marie E. "Filenaming: A Critical Skill for the Electronic Office," Business Education Forum, November 1986, pp. 14-16.

Flynn, Laurie. "Word Processing Software," Info World, September 29, 1986, pp. 37-38.

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Lambrecht, Judith and Joe Pullis. "Computer Assisted Instruction in Typewriting," Educational Computer Magazine, May/June 1983, pp. 42-45, 66-68.

Liskin, Miriam. "Finding the Files You Want," Personal Computing, August 1986, pp. 39-46.

Lombardi, John. "Easy Word Processing: What Does It Mean?" Info World, September 29, 1986, pp. 39-45.

Lundgren, Terry and Norman Garrett. "An Unusual Topic in Data Processing Courses: Naming Conventions," Journal of Business Education, December 1983, pp. 106-108.

Malone, Judy. "Keyboarding on Micros: Planning and Management," Business Education Forum, April 1986, pp. 11-13.

McCauley, Rosemarie. "Teaching Word Processing on a Micro IS a Viable Alternative!" Century 21 Reporter, Spring 1984, pp. 13-14.

McMullan, Linda. "Changing Technology Impacts on Typewriting Curriculum," Business Education Forum, January 1982, pp. 13-14.

Ober, Scott. "Typing in the Electronic Office," Business Education World, Spring 1986, pp. 27-28.

O'Malley, Christopher. "Reorganizing Your Hard Disk," Personal Computing, August 1986, pp. 677-679.

Yacht, Carol. "Microcomputer Keyboarding: Software Suggestions and Curriculum Guidelines," Business Education Forum, November 1985, pp. 18-19.

SUGGESTED STUDENT ACTIVITIES

Name of Activity: Naming Microcomputer Parts A-1
Unit Objective 6

Suggested Use of Activity

This activity is required and should be presented before students begin keyboarding.

Objectives of Activity

Upon successful completion of this activity, students will be able to name the parts of the microcomputer necessary for basic operation.

Facilities or Materials Needed

Microcomputer System Diagram handout

Description of Activity

Name and describe the visible parts of the microcomputer system. These include:

1. Hardware
    a. Central processing unit (ROM/RAM)
    b. Disk drives
    c. Video display (monitor)
        (1) cursor
        (2) status line
    d. Keyboard
        (1) cursor keys
        (2) enter/return key
        (3) shift key
        (4) caps lock
        (5) space bar
        (6) number lock
        (7) backspace key
        (8) ten-key pad
        (9) function keys
        (10) reset key
        (11) control key
        (12) escape key
        (13) delete key
        (14) alternate key
        (15) insert key

   e. Printer
      (1) dot matrix
      (2) daisy wheel
      (3) laser

2. Software
   a. DOS (Disk Operating System)
   b. Program disk
   c. Document (data) disk

Suggested Length of Activity

Approximately 10 minutes

Suggestions for Teacher

1. Prepare a handout of terms for students or have students look up definitions of teacher-specified terms. This handout may be prepared from the glossary found in the Introduction to this curriculum guide.
2. Identify each part of the microcomputer by pointing to each part. An overhead transparency would be helpful.

Suggestions for Evaluation

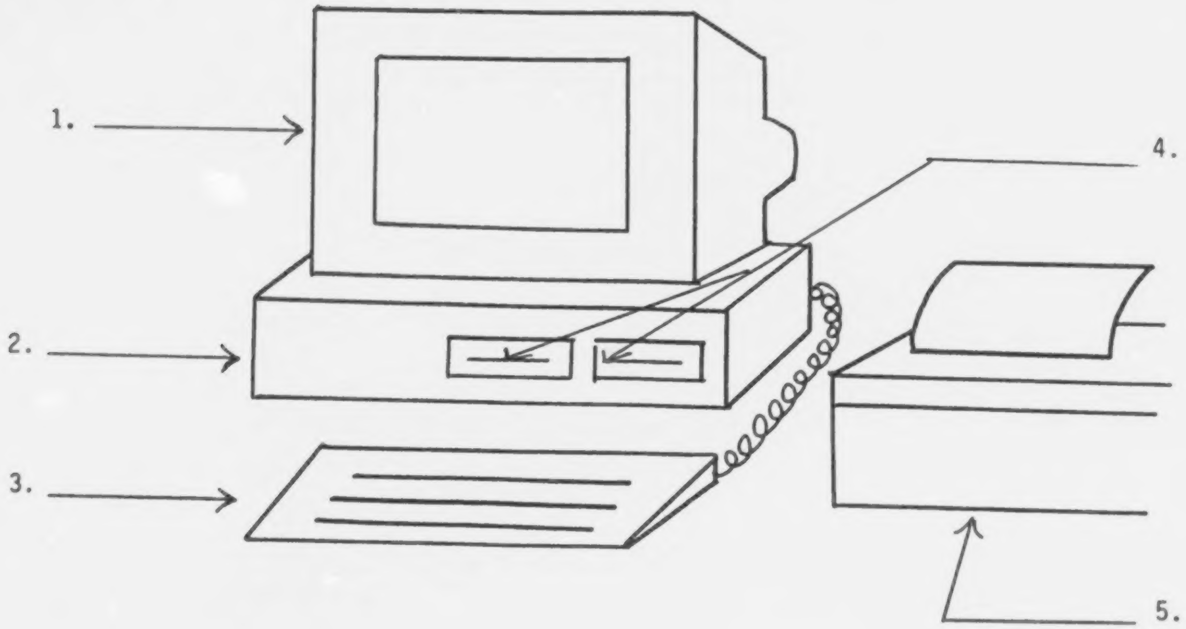
1. Give students a written examination, requiring them to identify the parts of the microcomputer. This may be fill-in-the-blank, matching or write-out-a-definition type of examination.
2. Provide the students with a drawing of a microcomputer system with specific parts unmarked. Have students write in the name of each part.
3. Give students an oral examination on the parts of the microcomputer by having them point to and name each part.
4. Observe students throughout the course to make sure each is using all parts of the microcomputer with care.

Name_______________________

ACTIVITY A-1: MICROCOMPUTER SYSTEM DIAGRAM

IBM COMPATIBLE MICROCOMPUTER SYSTEM

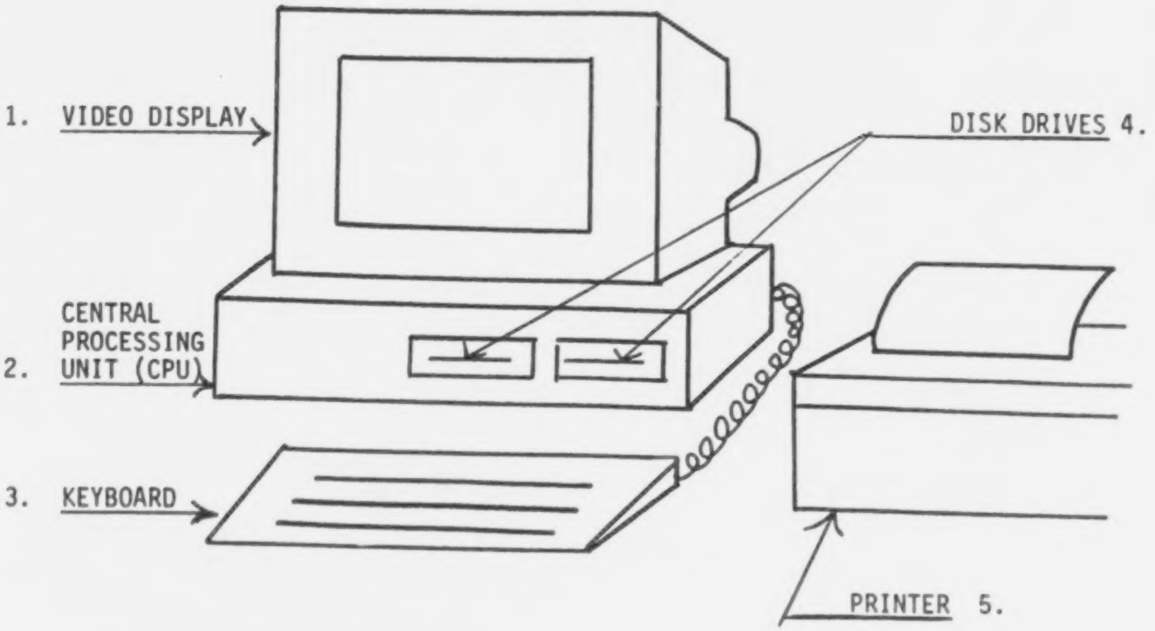
DIRECTIONS: Fill in the blanks with the appropriate name.



ACTIVITY A-1: MICROCOMPUTER SYSTEM DIAGRAM
(TEACHER'S COPY)

IBM COMPATIBLE MICROCOMPUTER SYSTEM

DIRECTIONS: Fill in the blanks with the appropriate name.

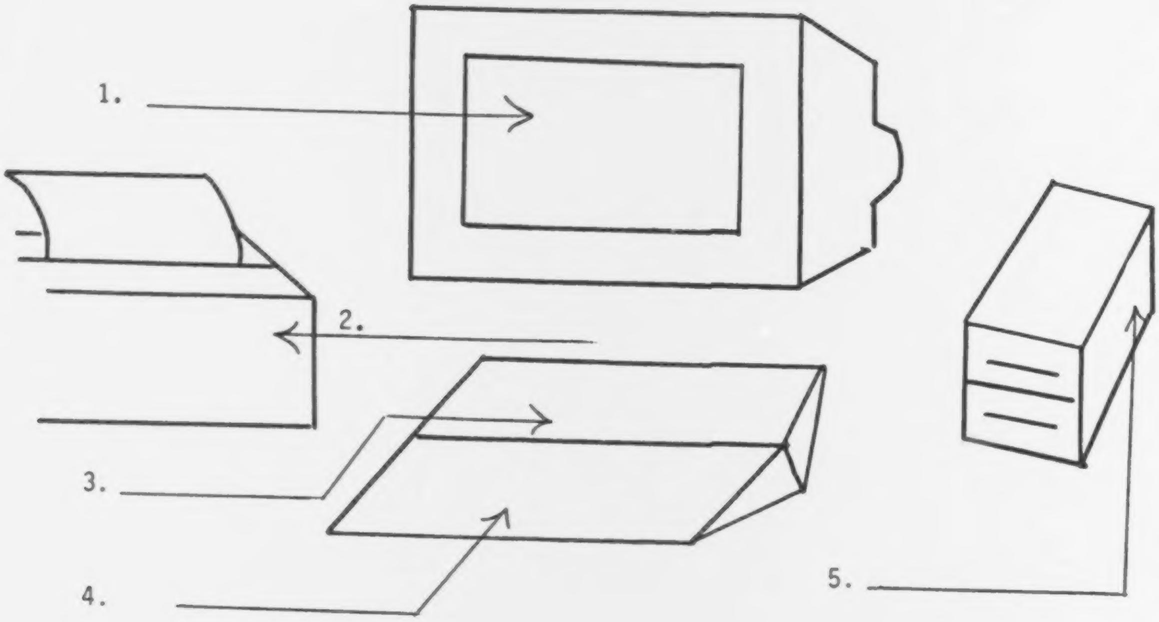

1. VIDEO DISPLAY
DISK DRIVES 4.
CENTRAL PROCESSING UNIT (CPU)
2.
3. KEYBOARD
PRINTER 5.

Name___________________________

ACTIVITY A-1: MICROCOMPUTER SYSTEM DIAGRAM

APPLE MICROCOMPUTER SYSTEM

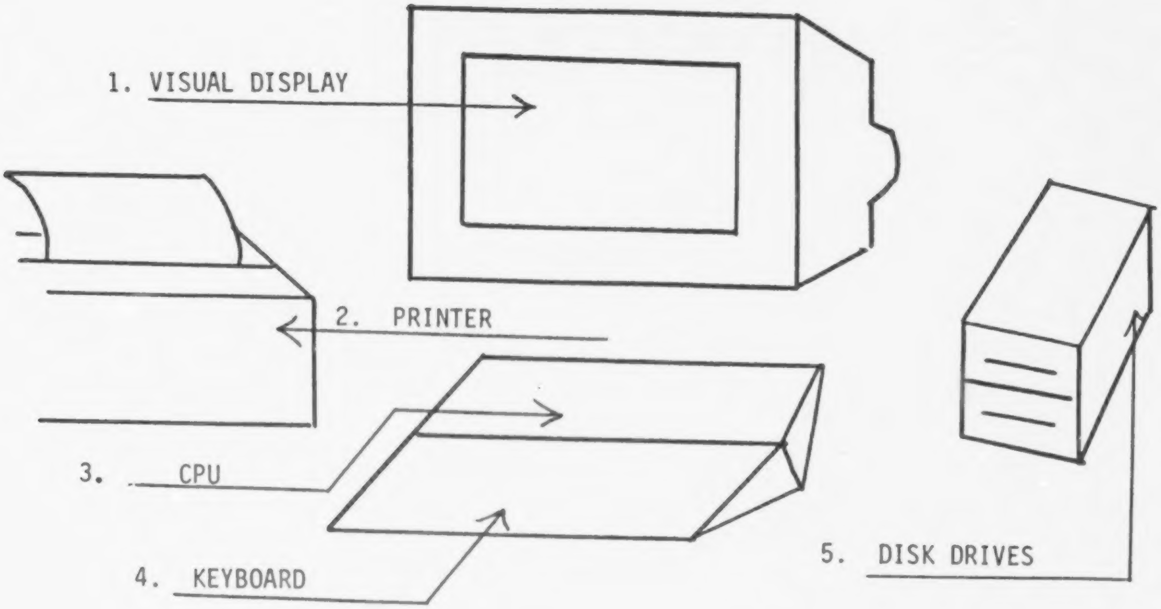
DIRECTIONS: Fill in the blanks with the appropriate name.



ACTIVITY A-1: MICROCOMPUTER SYSTEM DIAGRAM
(TEACHER'S COPY)

APPLE MICROCOMPUTER SYSTEM

DIRECTIONS: Fill in the blanks with the appropriate name.


1. VISUAL DISPLAY
2. PRINTER
3. CPU
4. KEYBOARD
5. DISK DRIVES

Name of Activity: Naming Disk Parts A-2
Unit Objective 1

Suggested Use of Activity

This activity is required and should be presented before the students begin keyboarding.

Objectives of Activity

Upon successful completion of this activity, students should be able to

1. Name each part of a floppy disk
2. Explain the purpose of each part of the floppy disk

Facilities or Materials Needed

Floppy disk in its jacket
Discarded floppy disk with jacket removed but slipped over the disk
Parts of a Floppy Disk handout
Parts of a Floppy Disk Without Identified Parts handout
Parts of a Floppy Disk handout made into an overhead transparency
Matching Test for Disk Parts handout

Description of Activity

Make sure each student can identify the parts of a floppy disk and explain what each part does. This can be best accomplished by

1. Showing students a disk which has not been damaged and identifying the jacket and the magnetic part of the disk.
2. Showing the jacket and the magnetic part of a disk by removing the jacket
3. Using Parts of a Floppy Disk handout, carefully describing the purposes of each indicated part

Suggested Length of Activity

Approximately 15 minutes

Suggestions for Teacher

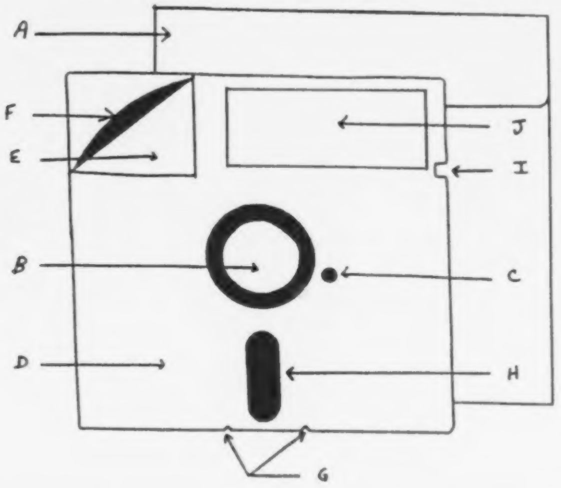
Have students work together to name the parts of the disk and give a brief explanation of the purpose(s) of each part.

Suggestions for Evaluation

1. Have each student identify each part of the disk and briefly explain the purpose(s) of each part using Parts of a Floppy Disk Without Identified Parts handout.
2. Give an oral or written examination on the parts and purposes of the floppy disk by using Matching Test for Disk Parts handout.

Name___________________________

ACTIVITY A-2: PARTS OF A FLOPPY DISK



A. Envelope/Outer Jacket: the paper container in which unused disk is stored.

B. Hub Access Hole/Drive Spindle Hole: the hole in the center of the disk that holds the disk in place when it is in the disk drive.

C. Sector Sight Hole: a hole in the jacket that allows the beginning of a sector to be read.

D. Jacket: the protective cover over the magnetic section of the disk.

E. Liner: the inside covering of the jacket.

F. Mylar: the type of material from which the magnetic section of the disk is made.

G. Strain-Relief Notch: notch at the bottom of disk that allows the mylar disk to move easily within the jacket.

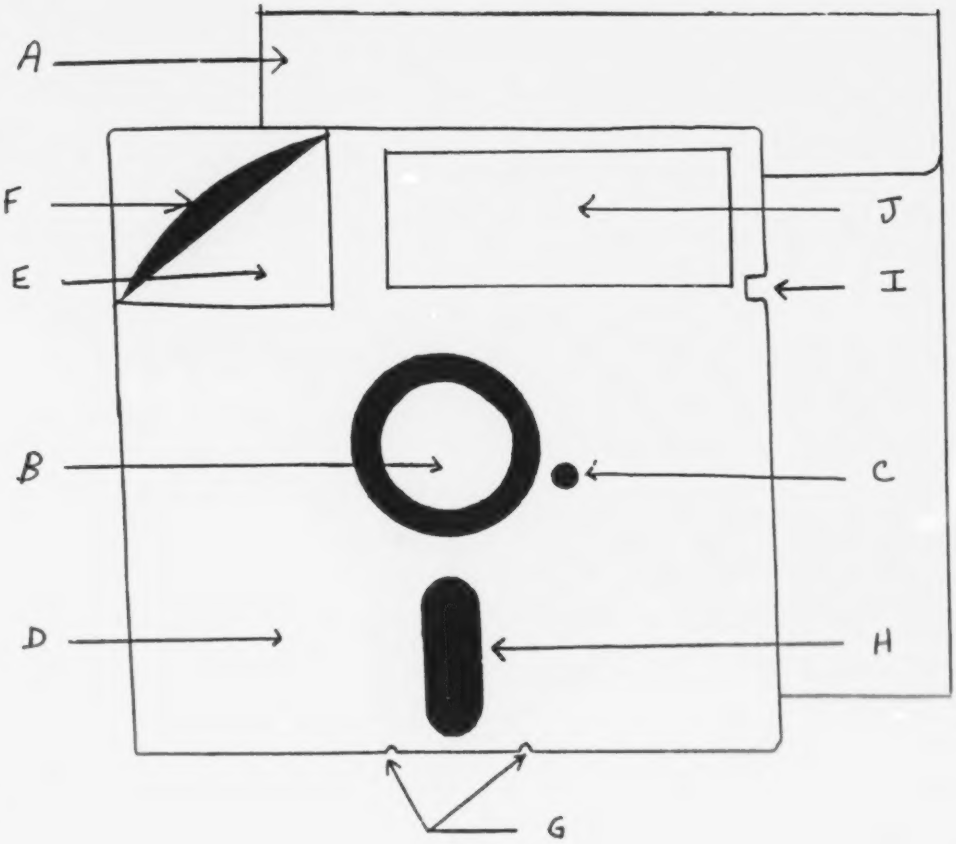
H. Window or Head Access Slot: exposed magnetic area from which data are read or on which data are written

I. Write Protect Notch: notch cut into the right side of the jacket. When this notch is covered, data on the disk cannot be changed.

J. Label: a paper tag on which a title for the disk can be written.

Name____________________________

ACTIVITY A-2: PARTS OF A FLOPPY DISK WITHOUT IDENTIFIED PARTS



A. __________________________

B. __________________________

C. __________________________

D. __________________________

E. __________________________

F. __________________________

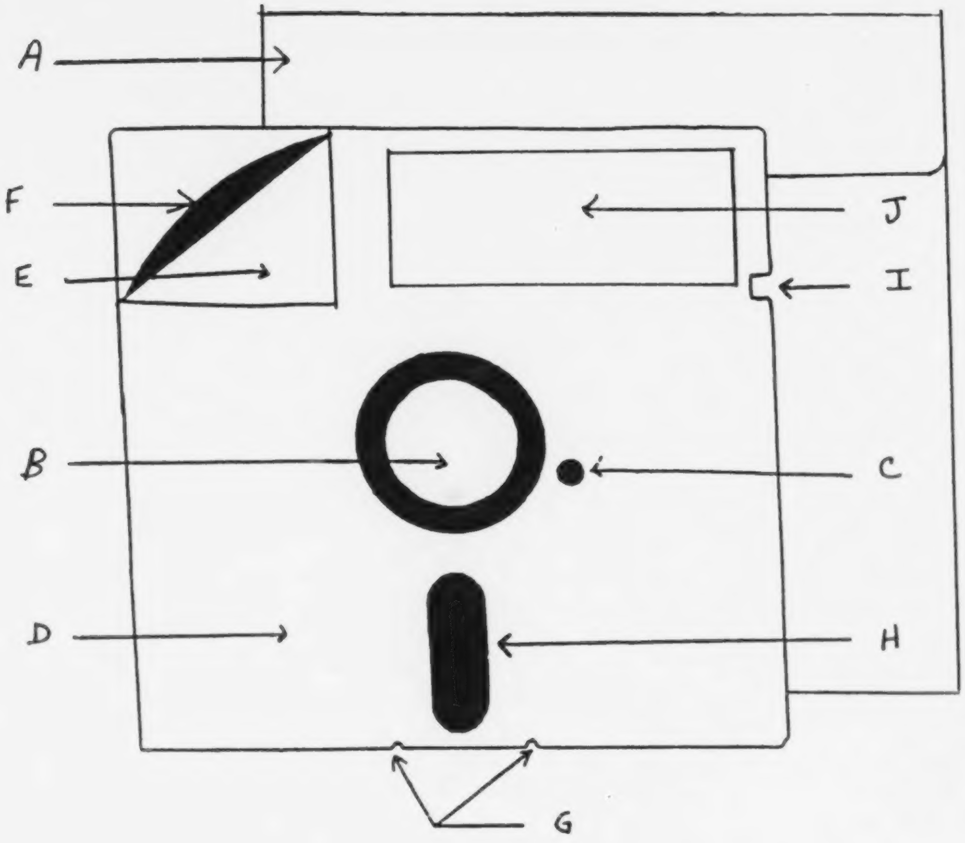
G. __________________________

H. __________________________

I. __________________________

J. __________________________

ACTIVITY A-2: PARTS OF A FLOPPY DISK WITHOUT IDENTIFIED PARTS
(TEACHER'S COPY)



A.	Envelope/Outer Jacket	F.	Mylar
B.	Hub Access Hole	G.	Strain-Relief Notch
C.	Sector Sight Hole	H.	Window or Head Access Slot
D.	Jacket	I.	Write Protect Notch
E.	Liner	J.	Label

Name____________________________

ACTIVITY A-2: MATCHING TEST FOR DISK PARTS

DIRECTIONS: Match the parts and functions in Columns A and B. Write on the blank line the letter in Column B that matches the numbered description in Column A.

ANSWERS **COLUMN A**

______ 1. The paper container in which unused disks are stored.

______ 2. The hole in the center of the disk that holds the disk in place when it is in the disk drive.

______ 3. A hole in the jacket that allows the beginning of a sector to be read.

______ 4. The protective covering over the magnetic section of the disk.

______ 5. The inside covering of the jacket.

______ 6. The type of material from which the magnetic section of the disk is made.

______ 7. The notch at the bottom of disk that allows the mylar disk to move easily within the jacket.

______ 8. The exposed magnetic area from which data are read or on which data are written.

______ 9. The notch cut into the right side of the jacket. When this notch is covered, data on the disk cannot be changed.

______ 10. A paper tag on which a title for the disk can be written.

COLUMN B

A. Liner

B. Strain-Relief Notch

C. Window or Head Access Slot

D. Mylar

E. Hub Access Hole

F. Jacket

G. Write Protect Notch

H. Sector Sight

I. Label

J. Envelope/ Outer Jacket

ACTIVITY A-2: MATCHING TEST FOR DISK PARTS
(TEACHER'S COPY)

DIRECTIONS: Match the parts and functions in Columns A and B. Write on the blank line the letter in Column B that matches the numbered description in Column A.

ANSWERS		COLUMN A		COLUMN B
J	1.	The paper container in which unused disks are stored.	A.	Liner
E	2.	The hole in the center of the disk that holds the disk in place when it is in the disk drive.	B.	Strain-Relief Notch
H	3.	A hole in the jacket that allows the beginning of a sector to be read.	C.	Window or Head Access Slot
F	4.	The protective covering over the magnetic section of the disk.	D.	Mylar
A	5.	The inside covering of the jacket.	E.	Hub Access Hole
D	6.	The type of material from which the magnetic section of the disk is made.	F.	Jacket
B	7.	The notch at the bottom of disk that allows the mylar disk to move easily within the jacket.	G.	Write Protect Notch
C	8.	The exposed magnetic area from which data are read or on which data are written.	H.	Sector Sight
G	9.	The notch cut into the right side of the jacket. When this notch is covered, data on the disk cannot be changed.	I.	Label
I	10.	A paper tag on which a title for the disk can be written.	J.	Envelope/ Outer Jacket

Name of Activity: Handling Magnetic Media A-3
Unit Objective 2

Suggested Use of Activity

This activity is required and should be presented early in the course.

Objectives of Activity

Upon successful completion of this activity, students should be able to

1. Properly handle disks
2. Observe the results of improperly handling disks

Facilities or Materials Needed

Disk Care handout
Three disks (with jackets intact) including a good disk formatted for data to be stored
An obviously bent disk
A warped disk

Description of Activity

1. Demonstrate to students how to properly handle a disk, emphasizing the parts that should not be touched.
2. Discuss Disk Care handout, emphasizing what would happen to a document when the disk is not properly handled.
3. (Optional) Students with access to a graphics program may design signs illustrating each rule for classroom display.

Suggested Length of Activity

Approximately 10 minutes

Suggestions for Teacher

1. Ask students how they would treat a disk on which their 20-page term paper was stored.
2. Pass a magnet over an otherwise good disk on which a document is stored. Attempt to retrieve the document.
3. Bend a good disk on which a document is stored. Attempt to retrieve the document.
4. Using a ballpoint pen, write on a good disk on which a document is stored. Attempt to retrieve the document.

Suggestions for Evaluation

1. Observe students throughout the course to make sure they are using good standards for disk care.
2. Show drawings of individuals handling disks. Require students to indicate what each individual is doing correctly and incorrectly.

Name____________________________

ACTIVITY A-3: DISK CARE

1. Handle the disk ONLY by the label. Do not handle exposed magnetic parts of the disk.

2. Do not bend, fold, crush or paper clip.

3. Do not expose disk to extremes of heat or cold.

4. Write on the label prior to attaching it to the disk. Do not write on disk with a ballpoint pen or pencil.

5. Avoid contact with magnetic materials or electrical appliances.

6. Store disk in envelope in an upright position. In our class the disks will be stored ______________________________
____.

7. Store disk in envelope with the label edge at the top to protect the read/write window.

8. Do not put a new label over an old one. This can cause the disk drives to become misaligned.

Name of Activity: Booting Microcomputer, Loading Software and Powering Down the Microcomputer A-4
Unit Objectives 3 and 5

Suggested Use of Activity

This activity is required and should be presented before students begin keyboarding.

Objectives of Activity

Upon successful completion of this activity, students will be able to

1. Boot the microcomputer
2. Load software into the microcomputer
3. Power down the microcomputer

Facilities or Materials Needed

Boot and Power Down the Microcomputer handout OR
Teacher-modified handout on how to boot, load software and power down the specific microcomputer being used
Formatted document disks for each student

Description of Activity

1. Using the handout, present information for this activity step by step.
2. Define "booting."

Suggested Length of Activity

Approximately 10 minutes

Suggestions for Teacher

1. Consider getting assistance from an advanced student(s) in demonstrating procedures. If large groups are used, have the student aide(s) observe students while performing the steps. If small groups are used, have student aide(s) demonstrate the steps.
2. Be sure students do not attempt booting the microcomputer until given specific instructions to do so.
3. As students are performing these activities on their own, move freely around the room, observing EACH student.

Suggestions for Evaluation

1. Test students over such words as booting, loading and powering down.
2. Observe video displays to make sure the appropriate information appears.

Name___________________________

ACTIVITY A-4: BOOT AND POWER DOWN THE MICROCOMPUTER

EXAMPLE FOR MS-DOS

BOOT

1. Insert the DOS or word processing software disk into Disk Drive A and close the drive door latch. Some word processing software packages will boot the computer. Others will not. Consult the software manual configuration and loading section.

2. Turn on the printer.

3. Turn on the microcomputer and monitor. (The location of on switches will vary, depending upon equipment being used.)

   The data prompt appears:

   ```
   Current date is Tue 1-01-19--
   Enter new date:  (mm-dd-yy)
   ```

4. Enter the date in the format specified:

   mm = Number 1 through 12 for month
   dd = Number 1 through 31 for day
   yy = Number 80 through 99 for year

   For example: 7-11-88

   Press RETURN

5. After the date is entered, the screen will display:

   ```
   Current time is 0:00:12:01
   Enter new time:
   ```

   Press RETURN to bypass the time prompt.

6. DOS displays:

   ```
   DOS Version XXX
   Copyright (C) dates. etc.

   A>
   ```

Name____________________________

ACTIVITY A-4: BOOT AND POWER DOWN THE MICROCOMPUTER

EXAMPLE FOR MS-DOS
(Continued)

7. The A> (A prompt) is the DOS prompt. This display informs the operator of successful system startup.
8. Load the word processing software according to instructions specified in the software manual.

POWER DOWN

1. Exit the word processing software according to instructions specified in the software manual.
2. When the display returns to the A> or B>, turn off the printer, microcomputer and screen.
3. Remove word processing software disk and return to its envelope.

Name___________________________

ACTIVITY A-4: BOOT AND POWER DOWN THE MICROCOMPUTER

EXAMPLE FOR APPLEWORKS

BOOT

1. For AppleWorks, you will use a double sided disk.

    Side 1--the STARTUP disk will boot the system.
    Side 2--the PROGRAM disk will load the software.

2. Insert Side 1 into the disk drive and close drive door latch.

3. If the computer is off, use a "cold start." Turn on the monitor, printer and computer. If the computer is already on, use a "warm start." Press the CONTROL, OPEN-APPLE and RESET keys simultaneously. You will hear and see the disk drive activate as the disk is being read. Booting takes about 10 seconds.

LOAD

4. The screen will prompt you to replace the STARTUP side of the disk with the PROGRAM side of the disk. Flip the disk and RETURN.

5. When prompted, enter current date and press RETURN. Be sure to use the format in the example (01/22/88).

6. When the date is accepted, the system has been successfully booted and the program has been loaded. The Main Menu should be displayed. You are ready to begin using AppleWorks.

POWER DOWN

7. Be sure to Quit AppleWorks before you power down the equipment. If you don't, you could damage your disks or lose important information!

8. Press ESCAPE to return to the Main Menu. Select Option 6 (Quit). Choose "Yes."

9. Save any Desktop file with a status of New or Changed. (Note: Sometimes you may choose to throw out one or more files.)

10. Remove disks and store in envelopes. Turn off the printer, computer and monitor.

Name of Activity: Formatting Disks A-5
Unit Objective 7

Suggested Use of Activity

This activity is required and should be presented when needed.

Objectives of Activity

Upon successful completion of this activity, students should be able to prepare disks for storing information.

Facilities or Materials Needed

Blank disk
DOS disk
Formatting Disks handout (or teacher-prepared handout appropriate for computers being used) OR
Student-developed instruction sheet from teacher presentation to be placed in student manual (see Introduction, Special Topics, Section 2 Concepts, subsection b)

Description of Activity

Lead the students through the steps of formatting disks and the reasons disks must be formatted.

Suggested Length of Activity

Approximately 15 minutes

Suggestions for Teacher

Refer to the DOS instructional manual in preparing the handout.

Name____________________________

ACTIVITY A-5: FORMATTING DISKS

EXAMPLE FOR IBM COMPATIBLE

The format or initialize command prepares a disk to be used as a data disk for storing text files. After purchasing a blank disk, it must be prepared for use. This process makes that disk compatible with the computer sytem.

1. Insert an IBM DOS disk into disk drive A and close the disk drive door.

2. Turn on the microcomputer.

3. A> will appear on the screen.

4. After A>, key format B:, then strike RETURN.

5. Insert a blank disk into disk drive B, close the disk drive door and strike any key when ready. (The red light on the drive door is on while a disk is being formatted.)

6. "Format complete" will appear on the screen when process has been completed.

7. "Format another (Y/N)?" will appear on the screen. Key "N" as formatting has been completed.

8. Remove the disk from the disk drive.

9. Turn off the microcomputer.

10. Use a felt-tip pen to label the disk with your name and class period number.

Name_______________________

ACTIVITY A-5: FORMATTING DISKS

EXAMPLE FOR APPLE COMPUTER

The format or initialize command prepares a disk to be used as a data disk for storing text files. After purchasing a blank disk, it must be prepared for use. This process makes that disk compatible with the computer system.

The following steps are used to format or initialize a disk.

1. Insert a DOS 3.3 System Master disk into disk drive 1 and close the disk drive door.

2. Turn on the microcomputer.

3. Insert a blank disk into disk drive 2 and close the disk drive door.

4. Key INIT HELLO, D2, then strike RETURN. (The red light on the drive door is on while a disk is being formatted.)

5. Now retrieve a directory or catalog to see if the disk is properly formatted.

6. Remove the disk from the disk drive.

7. Turn off the microcomputer.

8. Use a felt-tip pen to label the disk with your name and class period number.

Name of Activity: Naming Conventions for Documents A-6
Unit Objective 9

Suggested Use of Activity

Use of this activity will depend upon the software available. Some software requires naming documents prior to opening a document; other software requires naming documents when the document is saved.

Objectives of Activity

Upon successful completion of this activity, students will be able to name documents in a logical manner, providing for ease of document retrieval.

Facilities or Materials Needed

Naming Conventions handout
Practicing Naming Documents handout

Description of Activity

Discuss the process used in naming a document, using Naming Conventions handout. Give students guidelines for the particular software being used. Students then can be provided problems, such as Practicing Naming Documents.

Suggested Length of Activity

Approximately 30 minutes

Suggestions for Teacher

Help students develop their own methods of naming documents, methods which are easy for both students and the teacher to understand and use.

Suggestions for Evaluation

Throughout the course, ask students to retrieve a particular document, taking note of how easy or difficult it is for students to locate it.

Name____________________________

ACTIVITY A-6: NAMING CONVENTIONS

1. Naming conventions should be logical. The name should be something that can be remembered and that can be recognized later.

2. Naming text files (documents) should take into account how the directory, the file listing or index of documents takes place with the software or DOS system being used. When naming documents, consider whether the system lists alphabetically, numerically or chronologically. If the system can index by extensions, consider this feature when naming documents.

3. Naming text files may reflect:
   a. type of document
   b. individual keying in
   c. originator of document
   d. date of preparation
   e. data drive location
   f. name of data disk
   g. (for class files) lesson page or problem numbers

4. Each name should be unique.

Name___________________________

ACTIVITY A-6: PRACTICING NAMING DOCUMENTS

DIRECTIONS: Listed below are documents to be prepared by the Homecoming Committee of our high school in planning for Homecoming. Develop a list of appropriate document names.

1. Letter to a band, asking that band to play for the Homecoming dance.
2. Letter to the 1980 graduates of the high school, giving them a special invitation to come to Homecoming since that graduation class will be honored.
3. Letter to the Superintendent, asking if he/she will give a welcome.
4. Letter to the Director of the Lunchroom, asking prices for punch and cookies.
5. Letter to the Director of the Lunchroom, giving an order for punch and cookies.
6. Letter to the band, thanking the members for playing and enclosing a check for their services.
7. Letter to the Director of the Lunchroom, thanking him/her for the refreshments and enclosing a check for the services.

Name of Activity: Using Defaults for Formatting Documents A-7
Unit Objective 12

Suggested Use of Activity

This activity should be used when students begin to type simple documents.

Objectives of Activity

Upon successful completion of this activity, students will be able to use defaults for formatting paragraphs and simple documents.

Facilities or Materials Needed

Teacher filled-in Defaults handout based on the software program in use (defaults may include--but are not limited to--right and left margins, page length and top margin)

Description of Activity

Discuss each of the defaults used on the software package as needed during document preparation.

Suggested Length of Activity

This activity is to be integrated throughout all microcomputer lessons.

Suggestions for Teacher

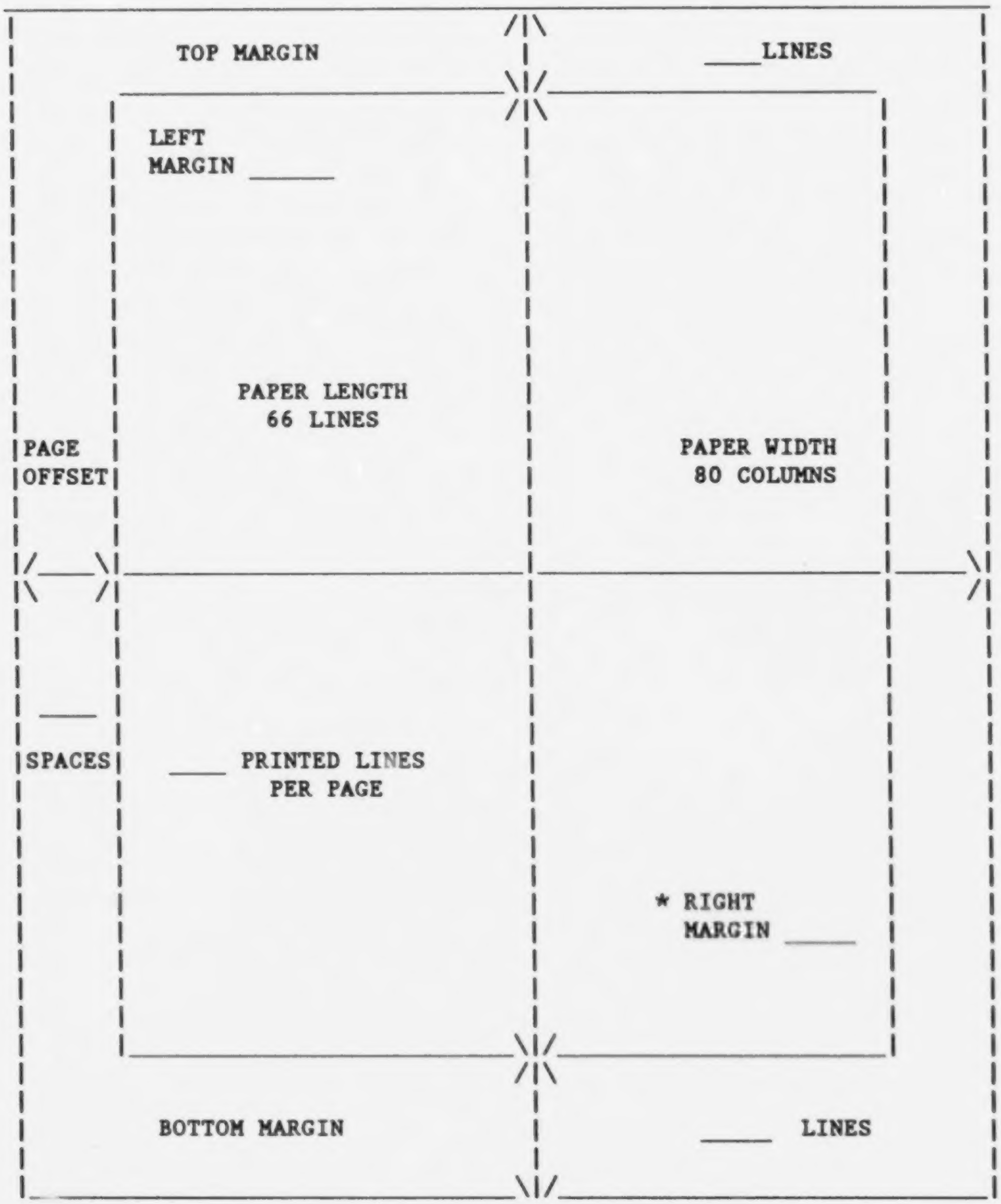
Check the software package manual and the printer manual for a listing of the defaults used.

Suggestions for Evaluation

1. Observe students to make sure they are using only defaults.
2. If the printer is being used, make sure all papers correspond with the defaults. If a paper differs, check the student's software and embedded codes to determine possible problems.

Name____________________________

ACTIVITY A-7: DEFAULTS


TOP MARGIN
____LINES
LEFT MARGIN ______
PAPER LENGTH 66 LINES
PAGE OFFSET
PAPER WIDTH 80 COLUMNS
____
SPACES
____ PRINTED LINES PER PAGE
* RIGHT MARGIN _____
BOTTOM MARGIN
_____ LINES

* Check software defaults and printer options.

Name of Activity: Using Cursor A-8
Unit Objective 4

Suggested Use of Activity

This activity is required and should be presented when needed.

Objectives of Activity

Upon successful completion of this activity, students will be able to

1. Identify arrow keys, function keys or other cursor movement keys required to move the cursor around the video display
2. Efficiently move the cursor around the video display

Facilities or Materials Needed

Teacher-prepared handout on cursor movement or template which includes each of the following:

1. Arrows (up, down, left, right)
2. Home (top of the page)
3. Page up and page down
4. Move to the left/right by word/line
5. Beginning/end of the document

Description of Activity

After students input a couple of simple lines (home row drills for true beginners), have students practice moving the cursor around the page by following the teacher's oral or written instructions.

Suggested Length of Activity

Approximately 10 minutes

Suggestions for Teacher

1. Emphasize that word processing allows for speed of editing by use of commands that rapidly scroll the cursor through the documents.
2. Emphasize that familiarity with the cursor commands saves time and makes more efficient keyboarding motions.
3. Expect errors at this point. Remember: Cursor movement is being emphasized.
4. Define "scrolling."

Suggestions for Evaluation

1. Observe students closely to determine whether they are using the most efficient processes to get the cursor to a specific location.
2. Using previously keyboarded material, instruct students to move cursor to specified locations with the fewest movements.

Name of Activity: Saving and Retrieving a Document A-9
Unit Objective 10

Suggested Use of Activity

This is a required activity which should be used after students have begun to learn the keyboard.

Objectives of Activity

Upon successful completion of this activity, students will be able to

1. Store documents on disks
2. Retrieve stored documents

Facilities or Materials Needed

Formatted disks
Teacher-developed handout on storing and retrieving documents OR
Student-developed instruction sheet from teacher presentation to be placed in student manual (see Introduction, Special Topics, Section 2 Concepts, subsection b)
Short document, several lines or a paragraph from the textbook

Description of Activity

Day 1
1. Go through the steps of saving and retrieving documents with students, using appropriate naming conventions.
2. Have students key in and save a document.

Day 2
3. Have students retrieve, edit and save a document.

Suggested Length of Activity

Approximately 15 minutes for two days

Suggestions for Teacher

1. Select a simple, short document from the textbook.
2. Observe students closely to make sure they are saving the document before correcting errors.

Suggestions for Evaluation

1. Observe students, making sure they are using appropriate techniques.
2. Have students print a copy of both the uncorrected and the corrected documents.
3. Do not evaluate accuracy of keyboarding; evaluate on techniques of printing, saving and retrieving.

Name of Activity: Printing a Document A-10
Unit Objectives 13 and 14

Suggested Use of Activity

This is a required activity to be used before printouts are required for class.

Objectives of Activity

Upon successful completion of this activity, students will be able to print documents, using single or continuous-form paper.

Facilities or Materials Needed

Teacher-prepared handout and/or demonstration on directions for printing which include:

1. Printing commands
2. Operating printer
3. Loading paper
4. Aligning printhead with top of the page
5. Selecting appropriate terminal on the switchbox if printers are shared

OR

Student-developed instruction sheet from teacher presentation to be placed in student manual (see Introduction, Special Topics, Section 2 Concepts, subsection b)

Description of Activity

Lead students through the steps of printing a previously stored document.

Suggested Length of Activity

Approximately 10 minutes

Suggestions for Teacher

Point out that commands for printing often can be found on the menu. Check the software instructional manual for specifics.

Suggestions for Evaluation

Observe students and collect printouts.

Name of Activity: Drill for Changing Default Margins and Tabs A-11
Unit Objectives 8 and 12

Suggested Use of Activity

Use when teaching students to set margins and tabs which are different from the standard default margins of the word processing system.

Objectives of Activity

Upon successful completion of this activity, students should be able to change margins and tabs when necessary to properly format problems.

Facilities or Materials Needed

Changing Default Margins and Tabs handout

Description of Activity

Key a document using defaults of the word processing package, store and print. Recall the document, change margins and tabs, store and print.

Suggested Length of Activity

Approximately 30 minutes

Suggestions for Teacher

Have students key paragraph in Changing Default Margins and Tabs handout, store on disk and print. Then have students recall the document, reformat by changing margins and reset tabs. The document should then be stored and printed.

Suggestions for Evaluation

Observe students as they reformat document. Evaluate format of printouts.

Name____________________________

ACTIVITY A-11: CHANGING DEFAULT MARGINS AND TABS

DIRECTIONS FOR PART I: Key the following document in rough-draft form using the default margins and a five-space tab indention using the tab grid. Save the document; print the document.

ADOPT A SCHOOL

Adopt a School is a plan that is being implemented effectively in schools in metropolitan areas as well as small towns. This is a cooperative endeavor between a school or school district and a business, civic organization, or other community agency for the purpose of sharing resources. The adopted school receives various types of assistance, including speakers, field trips, donation of supplies/equipment and donation of films to be used for instructional materials.

DIRECTIONS FOR PART II: Retrieve the document. Reset in a specialized magazine format using a 40-space line and a three-space paragraph indention. Print the document.

UNIT B: ELECTRONIC TYPEWRITER OPERATIONS

UNIT PLAN

General Comments

1. Recognize that this section should not be taught as one unit but should be integrated throughout the course. Teach each automatic feature when needed.
2. Use a simple-to-complex approach in teaching students the new terms and new parts related to the electronic typewriter.
3. Sufficient time should be spent on this unit for each student to fully understand the terms, parts and care related to the electronic typewriter. Any student who does not appear to understand any concept(s) (through testing and/or observations) must be individually tutored to avoid future student, as well as teacher, frustration.
4. Use a typewriting/keyboarding textbook and the equipment instruction manual.
5. Printing options vary with machines. Delay the use of the display and the storing of documents in memory; begin with immediate character printing. Use the display and the memory only after students have learned the keyboard.
6. Teach students to position the paper guide appropriately and use the paper insertion feature, if available.
7. As manipulative parts and special features are needed, an appropriate exercise should be given for student practice.

Topical Outline of Unit

ELECTRONIC TYPEWRITER OPERATIONS

1. Inserting Paper Automatically
2. Setting Margins
3. Releasing Margins
4. Setting and Clearing Tabs
5. Using Correcting Features
6. Using Visual Display
7. Choosing Print Options
8. Storing Data

9. Using Memory
10. Using Decimal Tab
11. Preparing Columnar Tables
12. Changing Ribbons
13. Changing Correction Tape
14. Changing Pitch and Daisy Wheel
15. Centering Automatically
16. Returning Automatically
17. Underlining Automatically
18. Justifying Automatically

Unit Objectives

Upon successful completion of this unit, students should be able to

1. Operate efficiently all manipulative parts of the electronic typewriter
2. Use special features efficiently

Evaluation for Unit

1. Provide sufficient practice time on special features before testing and/or grading production work.
2. Observe students to be certain they are using the special features.

Teacher Resources for Unit

Betts, Kellyn S. "Electronic Typewriters Strike the Office's Fancy," Modern Office Technology, December 1985, pp. 58-59, 62, 66, 68.

Meierbachtol, Jan A. "An Electronic Typewriter May Be What Your Productivity Needs!" The Secretary, November/December 1982, pp. 28-29.

Meth, Clifford. "The Evolving Electronic Typewriter," Administrative Management, January 1986, pp. 24-27.

Ober, Scott. "Typing in the Electronic Office," Business Education World, Spring 1986, pp. 27-28.

Seitz, Margaret. "The Electronic Typewriter: A Blessing or a Curse," Business Education Forum, November 1983, p. 21.

Vespia, Dominic. "Electronic Typewriters: Still an OA Necessity," Words, February/March 1986, pp. 16-18.

SUGGESTED STUDENT ACTIVITIES

Name of Activity: Description of Special Features of the Electronic Typewriter B-1
Unit Objectives 1 and 2

Suggested Use of Activity

1. This activity should be used after students have learned the keyboard.
2. This activity can be given to assist students in learning the use of each special feature of the electronic typewriter.

Objectives of Unit

Upon successful completion of this activity, students should be able to name and describe the use of special features of the electronic typewriter.

Facilities or Materials Needed

Special Features of the Electronic Typewriter handout (adapted to specific equipment being used) OR

Student-developed instruction sheet from teacher presentation to be placed in student manual (see Introduction, Special Topics, Section 2 Concepts, subsection b)

Description of Activity

Develop a handout similar to Handout B-1, making certain each description relates to the specific equipment used. Use this handout on an as-needed basis.

Suggested Length of Activity

This activity is to be integrated into all keyboarding lessons.

Suggestions for Teacher

Consider placing the descriptions in the order in which they will be presented.

Suggestions for Evaluation

1. Give a written test over the descriptions.
2. Observe students to make certain they are using the features provided.

Name___________________________

ACTIVITY B-1: SPECIAL FEATURES OF THE ELECTRONIC TYPEWRITER

1. Margins: Default margins may be used in the beginning stages. Remember: DO NOT add extra spaces to the right margin since extra spaces will cause errors in automatic centering. The right margin setting has a "hot zone" feature which includes the extra spaces, allowing for the warning signal and the automatic return.

2. Margin release: Margin release may require the use of a code key (or special function key) plus an alphabetic letter.

3. Tabs: Tabs may be preset by manufacturer. A tab grid which contains preset tabs every five spaces or other designated spacing is available on most equipment. The tab grid may be cleared and individually selected tabs may be set.

4. Keyboard I and II setting: The proper setting is required for keys with more options on keyface.

5. Correction memory: If correction memory is available (and the correction is being made within the memory), a one-step correction procedure is all that is required. By backspacing with the correction key, the error is lifted off or covered up, depending on the ribbon used. Key in the correct letter(s). Corrections outside the memory require locating the error and using the correction key.

6. Automatic centering: Automatic centering takes place between margins. If margins are incorrect, centering will be incorrect.

7. Centering over a point: Automatic centering allows for centering headings over columns (centering over a point).

8. Automatic return: Automatic return eliminates the need for striking the return key, resulting in a word "wrapping around" to the next line. Caution: Extremely long words at the end of a line can result in uneven right margins.

9. Boldface: Use boldface for emphasis. Print titles of short reports and print your name in boldface when turning in assignments.

Name___________________________

ACTIVITY B-1: SPECIAL FEATURES OF THE ELECTRONIC TYPEWRITER (Continued)

10. Automatic underline: A toggle switch allows underlining to take place. To underline, the toggle switch must be turned on, the word or phrase to be underlined must be keyed in, then the toggle switch turned off.

11. Automatic right justification: Use right justification when keying manuscripts and short newsletters.

12. Flush right: The flush right backs up characters from the right margin.

13. Stored formats: Use stored formats to save margins and tabs for letter styles, memoranda and envelopes.

14. Stop codes: Use stop codes whenever form letters and other correspondence are being keyed which require variables to be inserted at specified points. Stop codes also may be used for filling in preprinted forms.

15. Stored phrases: Use the stored phrases feature for storing date lines, inside addresses, closing lines or other phrases used repeatedly.

16. Store text: Use the text storage with an appropriate name for paragraph material.

17. Decimal tabs: Decimal tabs line up figures in a column at the decimal points. Use decimal tabs to right justify columns of text.

18. Column layout: Column layout will set up tables automatically, requiring only the setting of margins and the keying in of the longest line of each column. Blank spaces are automatically divided equally between columns, and tabs are automatically set.

19. Automatic capitalization: Automatic capitalization permits keying all capital letters and the keying of numbers without releasing automatic capitalization.

Name of Activity: Store, Retrieve and Edit Simple Manuscript B-2
Unit Objective 2

Suggested Use of Activity

Designed to teach storing, retrieving and simple editing using the electronic typewriter.

Objectives of Activity

Upon successful completion of this activity, students should be able to

1. Store documents
2. Retrieve documents
3. Delete and add, center, bold print, underline and justify

Facilities or Materials Needed

Store, Retrieve and Edit Simple Manuscript handout (or other short manuscript)
Electronic typewriter with storage capabilities

Description of Activity

Students will key, store and print a simple manuscript.

Students will retrieve, edit, store and print the corrected manuscript.

Suggested Length of Activity

Approximately 40 minutes

Suggestions for Evaluation

Evaluate according to mailability. Observe students to see that they are using proper editing techniques.

Name__________________________

ACTIVITY B-2: STORE, RETRIEVE AND EDIT SIMPLE MANUSCRIPT

DIRECTIONS - PART I : Type the following manuscript on the electronic typewriter. Center and bold print the heading. Use default margins and set for automatic return. Triple or quadruple space after the title. Double space the text. Store the document. Name the file according to procedures for your typewriter. Print a hard copy.

USING DATA BASE MANAGEMENT SOFTWARE

As microcomputers are widely utilized in business offices, it is important that business students learn to utilize data base management software. Learning data base management software can provide students with the ability to utilize the specific software, recognize tasks that can be effectively automated, and utilize the microcomputer as a tool in new ways.

A data base management program is software designed to store, organize and manipulate numeric, alphabetic or alpha-numeric information. To help students understand data base management systems, the teacher can compare these to familiar manual filing systems. The data base name corresponds to a record series or a file drawer containing like kinds of records. Examples are client or personnel records.

Name___________________________

ACTIVITY B-2: STORE, RETRIEVE AND EDIT SIMPLE MANUSCRIPT (Continued)

DIRECTIONS - PART II: Retrieve document keyed in for Activity B-2. Make the following editing changes. Use the proper commands to print the copy with right justified margins. Store and print.

1. In the first paragraph, change "utilize" to "use."
2. Delete the entire last line of the second paragraph, "Examples are . . ."
3. Add the following text after the sentence "To help students understand . . . ."

   A data field is one item of information, such as a last name. A data record corresponds to one file folder.

Name of Activity: Storing Phrases and Paragraphs B-3
Unit Objective 2

Suggested Use of Activity

Use to teach storing phrases and paragraphs on the electronic typewriter.

Objectives of Activity

Upon successful completion of this activity, students should be able to

1. Store and retrieve phrases and paragraphs
2. Play back stored text

Facilities or Materials Needed

Storing and Recalling Phrases and Paragraphs handout

Description of Activity

Students will key in phrases and paragraphs to use in preparing business letters.

Suggested Length of Activity

Approximately 30 minutes

Suggestions for Evaluation

Evaluate according to mailability. Observe students to make sure they are using the proper storage and retrieval procedures.

Name___________________________

ACTIVITY B-3: STORING AND RECALLING PHRASES AND PARAGRAPHS

DIRECTIONS: Store the current date and the following closing lines in two separate storage areas of the typewriter.

Sincerely,

CRANSTON INSURANCE AGENCY

Ralph Hooper, Agent

DIRECTIONS: Recall the current date. Key the following letters and recall the stored closing lines for each letter. Then print a copy of each letter.

LETTER 1

Mr. Ricardo Lupe
1948 Reynolds Drive
Charleston, IL 61920

Dear Ricardo:

Thank you for your request for information on Illinois State Insurance.

The policy best suited to meet the objectives which you outlined is our Life A5 Policy. This policy provides temporary protection in the event of your death before the policy anniversary nearest your sixty-fifth birthday. The cost is modest, and the cash value is low.

I will be glad to discuss this with you fully if you will stop by my office to see me.

Name____________________________

ACTIVITY B-3: STORING AND RECALLING PHRASES AND PARAGRAPHS (Continued)

LETTER 2

Ms. Ruth Sands
350 Sarah's Lane
Charleston, IL 61920

Dear Ruth:

We have received notification of your policy renewal. The coverage on your household contents has been adjusted to cover the increased cost of replacing those items.

The annual premium remains at a low $150. Please remit this amount by the end of the month to continue this policy in force.

We appreciate your business. If I can answer any questions about your policy, please do not hesitate to call me.

UNIT C: KEY BY TOUCH SYSTEM USING PROPER TECHNIQUES

UNIT PLAN

General Comments

1. Use a typewriting/keyboarding textbook to present keys. Any order of keyboard presentation may be used as long as nonsense drills are not practiced much beyond any new key introduction.
2. Computer-assisted instruction and other types of software packages may be used to teach the keyboard letters, numbers and symbols.
3. Computer-assisted instructional software may be used as a tutorial if a student has missed a lesson(s). Caution: Some software may not be correlated with the presentation of keys in the typewriting/keyboarding textbook.
4. From the beginning of the course, students must be acquainted with basic machine operation. When using the microcomputer, students must know how to care for disks, boot the system, load the program, move the cursor, clear the video display and exit the program.
5. Introduce functions of the word processing software only as needed as has been done when teaching typewriter machine parts.
6. When using microcomputers, consider using the "keyclick" function (if available) for audio reinforcement.
7. If electronic typewriters are used, delay the use of display and keying into memory before printing; have students use immediate character printing.
8. Use default margins, if available, for the first few lessons. Teach the concept of line length when teaching margin settings. Refer to 10- or 12-pitch--not pica or elite. On microcomputers, the defaults may include top and bottom margins.
9. Do not add five spaces for the warning signal; electronic typewriters and microcomputers have a "hot zone," or margin return zone, which allows for word wraparound. Automatic centering takes place between set margins--not from the center of the paper. Remember: This is not true on all machines.
10. Make sure screen width and line lengths are wide enough to hold line length of the copy being printed. Students must be able to press "Enter/Return" at the end of each line without the text wrapping around. Delay teaching word wraparound or automatic carrier return until paragraphs are presented or until students are comfortable keying paragraphs.

11. Teach default tab grid (tabs preset every five spaces) when introducing tabs. Teach "set" and "clear" tabs when tables are introduced.
12. Teach standard keyboard symbols, if possible. Consider omitting symbols that are not located in the same positions as on a typewriter keyboard. Some symbols are "toggle" switches on certain equipment.

    For example, the underline must be turned on prior to keying a word or phrase and must be turned off at the end of the word or phrase. An underline with no text (________) may require turning on the underline switch, striking the space bar, and turning off the underline switch.
13. Teach the number row key 1 for "one," not lower case "L," and use number row key 0 for "zero," not uppercase "O." Most computers will not recognize one for the other during programming or spell checks. (See Unit O for information on teaching the ten-key pad by touch.)
14. When using microcomputers, delay printing and loading paper into printers for several lessons. Students do not need hard copies of their work during the first few lessons. Remember: Preset top and bottom margins may vary, depending on whether a continuous feed or hand-feed printer is being used.
15. When using electronic typewriters, teach automatic insertion or the use of the index key as well as the paper release key. Then teach students to load paper and line up the printhead at the printing position.
16. Teach students to leave the printer ready for the next student. Students should always separate continuous feed paper into single sheets and remove "pin holes" on the sides of continuous feed paper before turning in assignments.
17. Some function keys do not lend themselves to good touch techniques. Recognize these keys and determine the most effective reaches. Teach students those reaches.
18. Teach the following special features:
    a. arrow keys
    b. clear video display
    c. margins
    d. tabs (set and clear)
    e. underline
    f. insert
    g. delete or correction

Topical Outline of Unit

KEY BY TOUCH SYSTEM USING PROPER TECHNIQUES

1. Keying Alphabetic Input

2. Keying Numeric Input

3. Keying Symbol Input

Unit Objectives

Upon successful completion of this unit, students should be able to

1. Key Letters
2. Key Numbers
3. Key Symbols

Evaluation of Unit

1. Emphasize speed development and proper techniques.
2. Provide immediate feedback for students, observing them and correcting them immediately; however, technique checklists from typewriting/keyboarding textbooks may be used.
    a. On microcomputers, check that students do not rest their wrists on the keyboard.
    b. Check that students keep their eyes on the copy when working at microcomputers.
    c. Observe students keying the alphabet to verify correct fingering.

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SUGGESTED STUDENT ACTIVITIES

Activity Name: Two-Day Plan C-1
Unit Objectives 1 and 2

Suggested Use of Activity

This activity is designed to be used to introduce the numeric keyboard. It could also be used as a review of the number keys.

Objectives of Activity

Upon successful completion of this activity, students should be able to key numbers by touch.

Facilities or Materials Needed

Two-Day Plan--Odd-Number Key Reaches handout (1, 7, 3, 9, 5)
Two-Day Plan--Even-Number Key Reaches handout (8, 2, 0, 4, 6)
Two-Day Plan--Number Run handout

Description of Activity

Students will use this activity to learn or improve proper key stroking of the numeric keyboard.

Suggested Length of Activity

Two 20-minute periods

Suggestions for Teacher

When choosing to follow the Two-Day Plan for introducing and drilling on the numeric keyboard, the teacher would first explain and demonstrate which fingers control which number keys as is traditionally done. Once this pathway has been established and a line (or more) of 1a 1a 1a, 7j 7j 7j or 3d 3d 3d, etc., has been completed, the teacher would direct the student to key the corresponding line on the Two-Day Number handout which emphasizes that particular number. One will note that this Plan requires all reaches to be made from the homerow because of the word "and" appearing between numbers and the need to strike the space bar frequently. The teacher may decide upon the number of times each line should be repeated; however, it would seem that two or three repetitions would be sufficient.

After the second day of using this Plan, the students would be asked to begin keying the material shown after line 44. After several attempts on this line's material, a longer-term goal for many students would be to reach the number 100 within a two-minute timing.

Suggestions for Evaluation

Observe students' using proper technique and fingering.

Name____________________________

ACTIVITY C-1: TWO-DAY PLAN--ODD-NUMBER KEY REACHES

DIRECTIONS: Set margins for a 60-space line (10 pitch 12-77; 12 pitch 20-85). Repeat each line several times to master the reach using the touch system. Single-space the copy; double-space between drills.

1) 1a 1a 1a 1a 1a 1a 1a 1a 1a 1a 1a 1a 1a 1a 1a 1a 1a 1a

2) 1 and 1 and 1 and 1 and 1 and 1 and 1 and 1 and 1 and

3) 7j 7j 7j 7j 7j 7j 7j 7j 7j 7j 7j 7j 7j 7j 7j 7j 7j 7j

4) 7 and 7 and 7 and 7 and 7 and 7 and 7 and 7 and 7 and

5) 3d 3d 3d 3d 3d 3d 3d 3d 3d 3d 3d 3d 3d 3d 3d 3d 3d 3d

6) 3 and 3 and 3 and 3 and 3 and 3 and 3 and 3 and 3 and

7) 3 and 3 and 1 is 7, 3 and 3 and 1 is 7

8) 1 and 3 and 3 is 7, 1 and 3 and 3 is 7

9) 7 and 3 and 7 is 17, 7 and 3 and 7 is 17

10) 91 91 91 91 91 91 91 91 91 91 91 91 91 91 91 91 91 91

11) 9 and 9 and 9 and 9 and 9 and 9 and 9 and 9 and 9 and

12) 7 and 1 and 1 is 9, 7 and 1 and 1 is 9

13) 3 and 3 and 3 is 9, 3 and 3 and 3 is 9

14) 1 and 7 and 1 is 9, 1 and 7 and 1 is 9

15) 5f 5f 5f 5f 5f 5f 5f 5f 5f 5f 5f 5f 5f 5f 5f 5f 5f 5f

16) 5 and 5 and 5 and 5 and 5 and 5 and 5 and 5 and 5 and

17) 1 and 3 and 1 is 5, 1 and 3 and 1 is 5

18) 7 and 1 and 7 is 15, 7 and 1 and 7 is 15

19) 7 and 5 and 7 is 19, 7 and 5 and 7 is 19

20) 1 and 3 and 5 and 7 and 9, 1 and 3 and 5 and 7 and 9

Name______________________________

ACTIVITY C-1: TWO-DAY PLAN--EVEN-NUMBER KEY REACHES

21) 8k 8k 8k 8k 8k 8k 8k 8k 8k 8k 8k 8k 8k 8k 8k 8k 8k 8k

22) 8 and 8 and 8 and 8 and 8 and 8 and 8 and 8 and 8 and

23) 7 and 1 is 8, 7 and 1 is 8

24) 5 and 3 is 8, 5 and 3 is 8

25) 2s 2s 2s 2s 2s 2s 2s 2s 2s 2s 2s 2s 2s 2s 2s 2s 2s 2s

26) 2 and 2 and 2 and 2 and 2 and 2 and 2 and 2 and 2 and

27) 1 and 1 is 2, 1 and 1 is 2

28) 11 and 11 is 22, 11 and 11 is 22

29) 0; 0; 0; 0; 0; 0; 0; 0; 0; 0; 0; 0; 0; 0; 0; 0; 0; 0;

30) 0 and 0 and 0 and 0 and 0 and 0 and 0 and 0 and 0 and

31) 8 and 2 is 10, 8 and 2 is 10

32) 30 and 50 is 80, 30 and 50 is 80

33) 4f 4f 4f 4f 4f 4f 4f 4f 4f 4f 4f 4f 4f 4f 4f 4f 4f 4f

34) 4 and 4 and 4 and 4 and 4 and 4 and 4 and 4 and 4 and

35) 2 and 2 is 4, 2 and 2 is 4

36) 4 and 4 is 8, 4 and 4 is 8

37) 6j 6j 6j 6j 6j 6j 6j 6j 6j 6j 6j 6j 6j 6j 6j 6j 6j 6j

38) 4 and 2 is 6, 4 and 2 is 6

40) 6 and 4 is 10, 6 and 4 is 10

41) 2 and 4 and 6 and 8 and 0, 2 and 4 and 6 and 8 and 0

Name____________________________

ACTIVITY C-1: TWO-DAY PLAN--NUMBER RUN

42) 1 and 2 and 3 and 4 and 5 and 6 and 7 and 8 and 9 and 10
1 and 2 and 3 and 4 and 5 and 6 and 7 and 8 and 9 and 10
1 and 2 and 3 and 4 and 5 and 6 and 7 and 8 and 9 and 10

43) 1 and 2 and 3 and 4 and 5 and 6 and 7 and 8 and 9 and 10 and
11 and 12 and 13 and 14 and 15 and 16 and 17 and 18 and 19 and
20 and 21 and 22 and 23 and 24 and 25 and 26 and 27 and 28 and
29 and 30 and 31 and 32 and 33 and 34 and 35 and 36 and 37 and
38 and 39 and 40

44) 1 and 2 and 3 and 4 and 5 and 6 and 7 and 8 and 9 and 10 and
11 and 12 and 13 and 14 and 15 and 16 and 17 and 18 and 19 and
20 and 21 and 22 and 23 and 24 and 25 and 26 and 27 and 28 and
29 and 30 and 31 and 32 and 33 and 34 and 35 and 36 and 37 and
38 and 39 and 40 and 41 and 42 and 43 and 44 and 45 and 46 and
47 and 48 and 49 and 50 and 51 and 52 and 53 and 54 and 55 and
56 and 57 and 58 and 59 and 60 and 61 and 62 and 63 and 64 and
65 and 66 and 67 and 68 and 69 and 70 and 71 and 72 and 73 and
74 and 75 and 76 and 77 and 78 and 79 and 80 and 81 and 82 and
83 and 84 and 85 and 86 and 87 and 88 and 89 and 90 and 91 and
92 and 93 and 94 and 95 and 96 and 97 and 98 and 99 and 100

The above Two-Day Plan number drill appeared in the following: Journal of Business Education, Volume 53, Number 5 (February 1978), pp. 208-210, authored by Dr. Alfred L. Kaisershot. Reprinted with permission of the Helen Dwight Reid Educational Foundation. Published by Heldref Publications, 4000 Albermarle St., N.W. Washington, DC 20016.

Name of Activity: Special Drills for Teaching
1 (one) and 0 (zero)
Unit Objective 2

C-2

Suggested Use of Activity

Use when teaching numbers to assure proper stroking of number key 1 (not lower case "L") and zero (not upper case "O"). Part I can be used as an introduction. Part II can be used as supplementary material following the learning of all numbers.

Objectives of Activity

Upon successful completion of this activity, students should be able to key 1 and 0 efficiently.

Facilities or Materials Needed

Drill for 1 and 0 handout

Description of Activity

When presenting numbers, use drill for teaching proper stroking of the 1 and 0.

Suggested Length of Activity

Integrate this activity into keyboard learning. Use for approximately 5 minutes for 5 to 7 days.

Suggestions for Teacher

Present keys, have students look for key, describe proper reach, dictate sentence, have students key at a regular pace with accuracy. Drill may be used as a warmup activity.

Suggestions for Evaluation

Observe students for technique and proper fingering.

Name______________________________

ACTIVITY C-2: DRILL FOR 1 AND 0

CAUTION: Use the top row number keys when practicing this drill.

DIRECTIONS: Use single spacing. Key each line twice with double spacing between lines. Print.

PART I

al al al aql aql aql azl azl azl zl zl zl ql ql ql lll lll lll

;0 ;0 ;0 ;p0 ;p0 ;p0 ;/0 ;/0 ;/0 /0 /0 /0 p0 p0 p0

10 10 10 100 100 100 1,000 1,000 1,000 10.10 10.10 10.10

1.1 1.1 1.1 1.0 1.0 1.0 0.1 0.1 0.1 BED 101 BED 101 BED 101

PART II

1989 1989 1989 1990 1990 1990 1991 1991 1991 2001 2001 2001

Did you see the movie 2001: A Space Odyssey? I saw it 1/20/91.

My grandmother was born about 100 years ago in 1890. She is nearly 100 years old.

Name of Activity: Learning Number Keys C-3
Unit Objective 2

Suggested Use of Activity

Use as an effective and painless method of teaching number keys.

Objective of Activity

Upon successful completion of this activity, students should be able to key number keys by touch.

Facilities or Materials Needed

None

Description of Activity

Teach numbers by having students key the current date into the computer when booting. For example, on September 1, 1988, have students key in 9 1 8. The next day, teach the number 2 and review 9 1 8. Integrate this activity into each day's activities until all numbers are learned.

Suggested Length of Activity

This activity should be used for no more than 3 minutes daily.

Suggestions for Teacher

Provide additional practice by requiring students to key in current date on each practice page and to key in their home address, phone numbers, social security numbers and other numbers as the need arises.

Suggestions for Evaluation

Check numbers on documents turned in. Observe students' using proper techniques and fingering.

Activity Name: Number Composition C-4
Unit Objective 2

Suggested Use of Activity

Use this activity to reinforce proper stroking of number keys.

Objectives of Activity

Upon successful completion of this activity, students should be able to key number keys by touch.

Facilities or Materials Needed

Number Composition handout

Description of Activity

Students will key in numeric answers to questions.

Suggested Length of Activity

Approximately 5 to 10 minutes

Suggestions for Teacher

The teacher should dictate the sentences from the Number Composition handout. Allow enough time between sentences for students to respond.

Suggestions for Evaluation

Check numbers on documents turned in. Observe students' using proper technique and fingering.

Name______________________________

ACTIVITY C-4: NUMBER COMPOSITION

DIRECTIONS: Key the answers to the following questions using figures.

1. At what number do you set your radio dial?
2. What TV channel do you watch most often?
3. How many speeds does your bicycle have?
4. What time does this class end?
5. What is your telephone number?
6. How many pennies are in a quarter?
7. How many stars are on the United States flag?
8. How many feet are there in one yard?
9. If you typed 20 words in 30 seconds, how many words would you type in 1 minute?
10. What is the current year?
11. In how many subjects are you enrolled?
12. How many players are on a basketball court during a game?
13. What is your lucky number?
14. How many rings are you wearing right now?
15. Transpose the number 81.
16. What is your age?
17. In what year were you born?
18. What is the speed limit on interstate highways?
19. What is the number of this room?
20. What size shoe do you wear?

Activity Name: Number and Symbol Composition C-5
Unit Objectives 1, 2 and 3

Suggested Use of Activity

This activity should be used after all letters, numbers and symbols have been taught.

Objectives of Activity

Upon successful completion of this activity, students should be able to key letters, numbers and symbols by touch.

Facilities or Materials Needed

Number and Symbol Composition handout

Description of Activity

Students will key in answers to questions or key a statement using numbers and symbols.

Suggested Length of Activity

Approximately 10 minutes

Suggestions for Teacher

Give students a copy of Number and Symbol Composition handout and ask them to answer the questions and key statements using figures and symbols. Point out that some symbols may not appear on all computer keyboards. The teacher may need to suggest alternatives (cents for ¢).

Suggestions for Evaluation

Observe students' using proper technique and fingering. Check number and symbols on documents submitted.

Name______________________

ACTIVITY C-5: NUMBER AND SYMBOL COMPOSITION

DIRECTIONS: Key the answers to the following questions using figures and symbols.

1. How tall are you?

2. How much does a candy bar cost?

3. What is the size of a regular sheet of paper?

4. What is the average cost of a gallon of gasoline?

5. Key the following math problems:
   6 + 8 1/4 = 14 1/4
   2 * 9 = 18
   33 / 3 = 11
   75 - 10 = 65

6. How much would a pair of blue jeans cost?

7. If you answered all questions on a test correctly, what percentage grade would you earn?

8. Key the first name of three fellow classmates putting parentheses around each name.

9. How many pounds does a bag of potatoes weigh?

10. Key the title of any book and underscore it.

11. Key the following sentence:
    Don bought 8 pens @ 42¢ each.

12. Key the following company name:
    Smith & Brown Company

13. Key the following exclaimation: Go team!

14. Key the following sentence:
    When # precedes the number it means number; when # follows the number it means pounds.

15. Key the following sentence:
    John's book was found in the school's library.

Activity Name: Number and Symbol Paragraph C-6
Unit Objectives 1, 2 and 3

Suggested Use of Activity

Use this activity as a review of the alphabet, numbers and symbols.

Objectives of Activity

Upon successful completion of this activity, students should be able to key the alphabetic, numeric and symbolic keyboard by touch.

Facilities or Materials Needed

Number and Symbol Paragraph handout

Description of Activity

Students will key the paragraph using proper stroking.

Suggested Length of Activity

Approximately 5 to 10 minutes

Suggestions for Teacher

After all alphabetic, numeric and symbolic keys have been presented, this paragraph drill could be used to reinforce proper stroking and accuracy of keys.

Suggestions for Evaluation

Observe students for techniques and proper fingering. Check letters, numbers and symbols on documents submitted.

Name______________________________

ACTIVITY C-6: NUMBER AND SYMBOL PARAGRAPH

DIRECTIONS: Set a 60-space line with double spacing. Key the paragraph on the control (accuracy) level.

Please place Order #3964 for 100# of Hi-Protein dog food with Adams and Larson by October 12, 19--. Our Account No. is 8573, and we wish to take advantage of their terms--2/10, n/10. We understand that the present cost of 18 1/2¢ per lb. is going to go up to 23¢ per lb. or $21.95 per 100. The 2% discount within the 10 days will bring us a saving of 44¢ for this order, reducing the amount due to $21.51. Jake's Quick-Zip brand has become too expensive. It takes approximately six days for delivery; therefore, allow for the "holiday" (Columbus Day) when making out the order. Don't delay! Act at once!

UNIT D: EDITING TECHNIQUES

UNIT PLAN

General Comments

1. Students need to know how to hyphenate, spell and use appropriate grammar prior to using automatic features since features do not always conform to standards; for example, automatic hyphenation may not follow standard word-division rules.
2. Students should spend sufficient time learning how to proofread, using proofreader's marks on hard copy.
3. Use a typewriting/keyboarding textbook to present the lessons with appropriate emphasis on language arts skills. Follow the teaching procedures suggested in the textbook.
4. Emphasize the importance of accuracy, especially since error correction is so easy on electronic typewriters and microcomputers. Corrections should be made when the document is in memory, allowing for a perfect first-time hard copy.
5. When using electronic typewriters, teach students to proofread before the paper is removed from the machine to avoid having to realign the copy; however, provide students with realigning practice.
6. Encourage global changes whenever possible. Global changes can be indicated by writing "global" or "GL" in the margin or by circling the revision needed.
7. Teach undetectable error correction techniques for electronic typewriters in the usual manner, making certain the following are included:
    a. use of an eraser on original and carbon copy
    b. use of correction paper and correction fluid with emphasis on the damage correction fluid can cause to electronic equipment if improperly used
    c. use of correction keys
    d. use of ribbons compatible with correction tape
    e. use of strikeovers which are acceptable
8. Since noise and movement can be distracting to students, control the environment as much as possible when students are learning to proofread
9. Teach the following special features
    a. search and replace
    b. spell check
    c. grammar check
    d. format/reformat
    e. overstrike (typeover mode)
    f. move
    g. block

- h. insert and delete
- i. reveal codes (hidden or embedded)
- j. automatic hyphenation
- k. required hyphens

Topical Outline of Unit

EDITING TECHNIQUES

1. Punctuating Correctly and Spacing Appropriately

2. Capitalizing Correctly

3. Spelling Correctly
   - a. Practice proofreading skills
   - b. Use spell check software
   - c. Use appropriate reference books

4. Dividing Words Correctly
   - a. Listen for beep on electronic typewriter
   - b. Use "hot zone" on electronic typewriters
   - c. Use hyphenation features
   - d. Use word wraparound
   - e. Apply word-division rules to business documents

5. Keying Grammatically-Correct Documents
   - a. Use grammar applications software
   - b. Apply proper grammar rules to business documents

6. Using Error Correction Techniques

7. Proofreading Efficiently

Unit Objectives

Upon successful completion of this unit, students should be able to

1. Proofread and correct all errors in a document before the document is removed and/or printed
2. Use the text editing features efficiently
3. Use proofreading symbols when editing hard copy
4. Use a spell check and/or grammar check
5. Produce formatted documents that are grammatically correct with appropriate punctuation from typed, handwritten, dictated and unedited copy
6. Produce formatted documents that are free of spelling, capitalization and word division errors from typed, handwritten, dictated and unedited copy

Evaluation of Unit

1. Evaluation of this unit is ongoing throughout the semester.
2. Weigh accuracy more heavily than speed because of ease of error correction.

Teacher Resources for Unit

Andera, Frank and Gregg Condon, "The Frequency of Occurrence of Punctuation Rules, Format, and English Style in Written Business Communications," The Delta Pi Epsilon Journal, Volume XXVIII, Number 4, Fall 1986.

Camp, Sue C. "Proofreading--Teach it Systematically," Business Education World, September/October 1979, pp. 26-27.

Howard, Janet M. "Teaching Proofreading for Information/Word Processing," Business Education Forum, May 1981, pp. 11-12.

Ober, Scott. "Word Division Rules: Are We Teaching Too Many?" Business Education Forum, November 1982, pp. 8-11.

Simon, Judith C. "Guidelines for Improving Students' Proofreading Performance," Balance Sheet, January/February 1987, pp. 19-21.

Simon, Judith C. "Proofreading Skill Can Be Improved," Journal of Business Education, November 1979, pp. 64-65.

Smith, Carolena L. "Analysis of Student Performance in Punctuation Using Graphic Versus Nongraphic Microcomputer Instruction," The Delta Pi Epsilon Journal, Fall/Winter 1985, p. 105.

West, Leonard J. "Review of Research on Proofreading," Journal of Business Education, May 1983, pp. 284-288.

Wong, Shirley. "A Study to Compare the Effects of Three Different Methods of Reading Copy When Proofreading Straight Paragraph Copy by First-Year Typewriting Students." Ph.D. Dissertation, Oregon State University, 1971.

Yacht, Carol. "Developing Skills in Keyboarding and Proofreading Required for Word Processing," Business Education Forum, March 1983, pp. 13-14.

SUGGESTED STUDENT ACTIVITIES

Activity Name: Proofreader's Marks Crossword Puzzle D-1
Unit Objectives 1 and 3

Suggested Use of Activity

This activity can be used to review and reinforce the proofreader's marks.

Objectives of Activity

Upon successful completion of this activity, students should be able to identify commonly used proofreader's marks.

Facilities or Materials Needed

Proofreader's Marks Crossword Puzzle handout

Description of Activity

Students complete the crossword puzzle using the names of the proofreader's marks.

Suggested Length of Activity

Approximately 15 minutes

Suggestions for Teacher

This could be used during the last few minutes of class or could be given as a homework assignment.

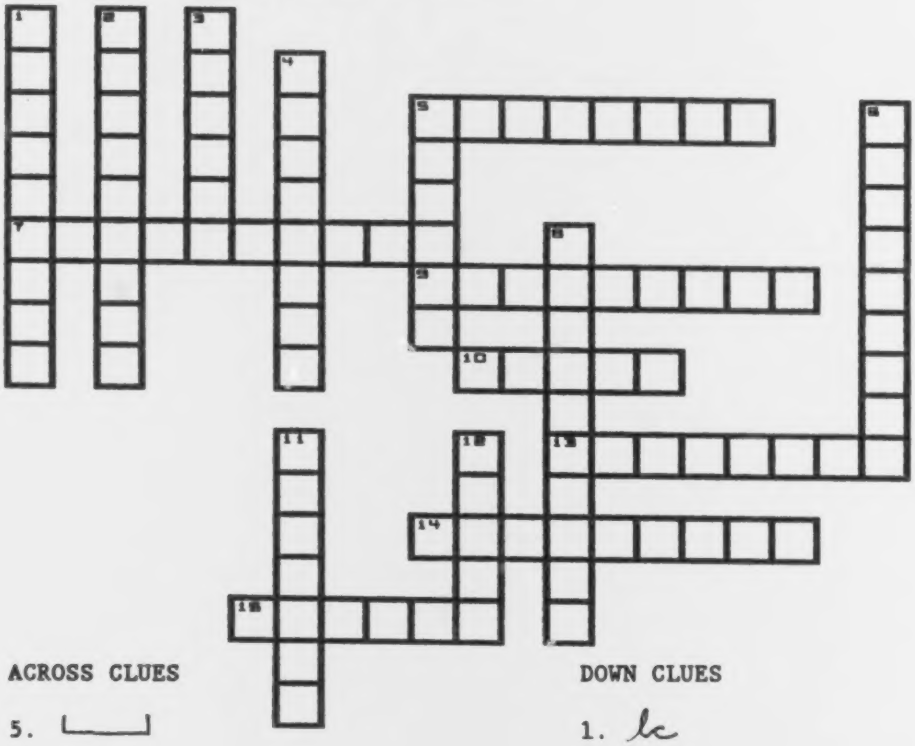
Suggestions for Evaluation

Discuss and check answers as a group.

Name______________________________

ACTIVITY D-1: PROOFREADER'S MARKS CROSSWORD PUZZLE

DIRECTIONS: Complete the crossword puzzle using the names of the following proofreader's marks.



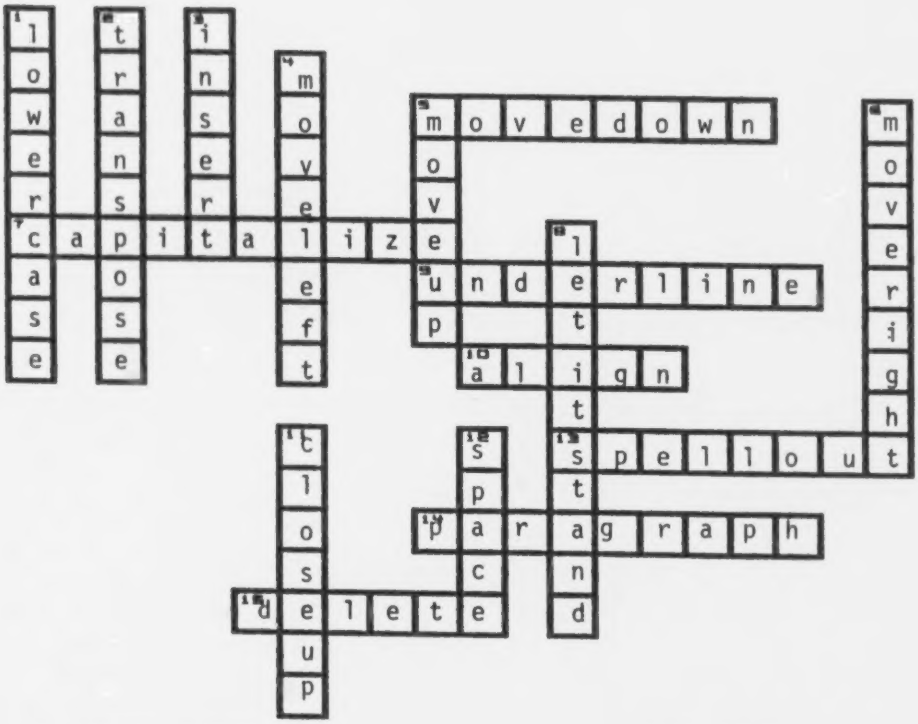
ACROSS CLUES

5. ⌴
7. ≡
9. ___
10. //
13. ○sp
14. ¶
15. ℘

DOWN CLUES

1. lc
2. ∽
3. ∧
4. [
5. ⌐¬
6.]
8. stet
11. ⁀‿
12. #

ACTIVITY D-1: PROOFREADER'S MARKS CROSSWORD PUZZLE
(TEACHER'S COPY)


1 lowercase
2 transpose
3 insert
4 moveleft
5 movedown
5 moveup
6 moveright
7 capitalize
8 letitstand
9 underline
10 align
11 closeup
12 space
13 spellout
14 paragraph
15 delete

ACROSS CLUES

5. Move down
7. Capitalize
9. Underline
10. Align
13. Spellout
14. Paragraph
15. Delete

DOWN CLUES

1. Lower case
2. Transpose
3. Insert
4. Move left
5. Move up
6. Move right
8. Let it stand
11. Close up
12. Space

Name of Activity: Proofreading Checklist D-2
Unit Objective 1

Suggested Use of Activity

This activity will assist students in making a conscious activity of proofreading, requiring them to fill out a checklist such as the one provided in this activity.

Objectives of Activity

Upon successful completion of this activity, students should be able to

1. Consciously proofread, making corrections on a document while the printed copy is in the typewriter or the document is in the memory of the electronic typewriter/microcomputer
2. Use proofreader's marks when editing hard copy

Facilities or Materials Needed

Proofreading Checklist handout
Evaluation of Accuracy from Appendix D as transparency

Description of Activity

1. Ask students to complete a checklist for each completed document indicating types of errors located.
2. Have students give each completed document to another student (editor) to proofread and indicate where errors are found.
3. A cooperative method may be used where a second student reads from the original copy as the typist checks the hard copy for errors.

Given sentences, paragraphs and letters containing errors, students should edit at the keyboard or mark errors on a hard copy. This practice should occur as soon as students learn appropriate rules.

Suggested Length of Activity

Integrate this activity throughout the course.

Suggestions for Teacher

Provide students with a checklist for documents being proofread. Go over specific guidelines of Appendix D.

Suggestions for Evaluation

Students should be aware that they are receiving a proofreading grade. Accuracy standards should be well publicized.

Name________________________________

Assignment___________________________

ACTIVITY D-2: PROOFREADING CHECKLIST

DIRECTIONS: Write the line number in which an error is located beside the type of error found.

	TYPIST	EDITOR	TEACHER
1. MARGINS			
a. Top Margin			
b. Bottom Margin			
c. Left Margin			
d. Right Margin			
* 2. FORMAT			
a. Correct Style			
b. Parts Correctly Placed			
c. Correct Line Spacing			
d. All Pages Included			
e. Page Numbering			
f. Pages in Sequence			
3. ERRORS			
a. Spelling/Typographical			
b. Word Division			
c. Punctuation			
d. Spacing after Punctuation			
e. Capitalization			
f. Grammar			
g. Number Usage			
h. Omitted Words			
i. Poor Corrections			

If you have located errors, return the document to the typist for correction.

Typist's Signature_____________________________________

Editor's Signature_____________________________________

Teacher's Signature____________________________________

Student's grade______________

* On one-page copy, items d, e and f are omitted.

Name of Activity: Prepared Sentences for Language Arts Practice D-3
Unit Objectives 5 and 6

Suggested Use of Activity

This activity is used as supplemental material for students requiring remediation.

Objectives of Activity

Upon successful completion of this activity, students should be able to

1. Apply punctuation and spacing rules at the keyboard
2. Apply word-division rules at the keyboard
3. Apply capitalization rules at the keyboard
4. Apply spelling rules at the keyboard
5. Apply number rules at the keyboard

Facilities or Materials Needed

Disk prepared by teacher from Language Arts Activity handout OR Language Arts Activity handout

Description of Activity

Using a disk prepared from Language Arts Activity handout, students edit at the keyboard and print a final hard copy of the edited sentences. If using typewriters, use Language Arts Activity handout for correction and retyping.

Suggested Length of Activity

Approximately 30 minutes

Suggestions for Teacher

Place a tab on the read/write notch of the disk so that students do not permanently save their edited sentences on the practice disk. (This procedure will not work with those software packages requiring a document to be saved before printing.)

Suggestion for Evaluation

After checking students' papers for accuracy, further remediate on weak areas.

Name______________________________

ACTIVITY D-3: LANGUAGE ARTS ACTIVITY

DIRECTIONS: Edit the following items, making all corrections necessary. Print a corrected copy and give it to the teacher.

Capitalization and Punctuation

Edit and insert proper capitalization and punctuation in the following sentences.

1. he is the vice president of fbla
2. do this: save text files frequently
3. he said, i can help you learn to think
4. jim edgar, the secretary of state, will speak at our school
5. have you read animal farm yet?

Number Usage

Edit and overstrike to correct number usage.

1. Order 8 sandwiches for lunch.
2. 25 students attended the meeting.
3. I live at 1040 6th avenue.
4. 3/4 of the girls are taking keyboarding.
5. Pour 10 5 quart buckets together.

Word Division

Insert a hyphen at appropriate word division points.

situation
approximately
period
running
geography
separate

there
necessary
quite
unlimited
tennis
eligible

Name__________________________

ACTIVITY D-3: LANGUAGE ARTS ACTIVITY
(Continued)

Punctuation

Insert correct punctuation.

1. Mary is working for Smith Jones and White
2. We are so happy John said that you can attend the party
3. Who is the author of Animal Farm
4. Our cruise includes stops in the Bahamas Virgin Islands and Barbados
5. One of our teachers Mr. Johns will be retiring next year

Spelling

Edit and overstrike to correct the spelling in the following sentences.

1. The judgement of the court was not available at that time.
2. Their are three new student council members needed.
3. The principal this year is Mrs. Medder.
4. The banquet room accommodated 350 guests.
5. We believe that eligible writing is unacceptable.

ACTIVITY D-3: LANGUAGE ARTS ACTIVITY
(TEACHER'S COPY)

Capitalization and Punctuation

1. He is the vice president of FBLA.
2. Do this: Save text files frequently.
3. He said, "I can help you learn to think."
4. Jim Edgar, the Secretary of State, will speak at our school.
5. Have your read ANIMAL FARM yet? (or Animal Farm)

Number Usage

1. Order eight sandwiches for lunch.
2. Twenty-five students attended the meeting.
3. I live at 1040 Sixth Avenue.
4. Three-fourths of the girls are taking keyboarding.
5. Pour ten 5-quart buckets together.

Word Division

situ-ation
approxi-mately
period
run-ning
geog-raphy
sepa-rate
there
nec-es-sary
quite
unlim-ited
tennis
eli-gible

Punctuation

1. Mary is working for Smith, Jones and White.
   or
   Mary is working for Smith, Jones, and White.
2. We are so happy John said that you can attend the party!

ACTIVITY D-3: LANGUAGE ARTS ACTIVITY
(TEACHER'S COPY)
(Continued)

3. Who is the author of ANIMAL FARM? (or Animal Farm)

4. Our cruise includes stops in the Bahamas, Virgin Islands and Barbados.

   or

   Our cruise includes stops in the Bahamas, Virgin Islands, and Barbados.

5. One of our teachers, Mr. Johns, will be retiring next year.

Spelling

1. The judgment of the court was not available at that time.
2. There are three new student council members needed.
3. The principal this year is Mrs. Medder.
4. The banquet room accommodated 350 guests.
5. We believe that illegible writing is unacceptable.

Name of Activity: Word Division on the
Electronic Typewriter
Unit Objective 6

D-4

Suggested Use of Activity

This activity will provide additional practice on word division using the electronic typewriter.

Objectives of Activity

Upon successful completion of this activity, students will be able to listen for the beep on the electronic typewriter, divide words properly and return carrier.

Facilities or Materials Needed

Word Division handout

Suggested Length of Activity

A 50-minute class period

Suggestions for Teacher

Select material with high syllabic intensity and/or assign a line length which requires division of many words.

Evaluation of Activity

After checking a student's paper, work with that student on further remediation if necessary.

Name____________________________

ACTIVITY D-4: WORD DIVISION

DIRECTIONS: Key in the following paragraphs. Use a 50-space line. Print hard copy. Reformat to a 70-space line. Print hard copy. Hyphenate as necessary.

You're invited to participate in a mortgage life insurance plan that could leave your family a home without house payments. We recommend this program for our home loan customers because it provides important protection at an affordable price. While there are many types of insurance, only mortgage life insurance is designed exclusively to pay off the mortgage balance in the event of death.

Even if you have a similar policy from an agent, you'll want to consider the low cost and attractive features of this plan. It pays benefits for any cause of death, except suicide occurring in the first two years. Since policy benefits directly pay off the mortgage, your family could use other life insurance for their ongoing bills and expenses.

This protection is decreasing term insurance that adjusts along with your mortgage balance. So for a small monthly cost, your loan is always fully protected. It's an even better value because you "do it yourself." No sales representative will call. You simply complete the application and return it in the envelope provided. It's that easy. For your convenience, the monthly cost will be added to your regular mortgage payment. You won't have to write extra checks or make a large payment for the full year's premium.

We're pleased to offer you this important customer service. We encourage you to apply today while it's available at these attractive rates. Now's the time to take care of your family's future.

Name of Activity: Using Spell Checker D-5
Unit Objective 4

Suggested Use of Activity

Use when teaching students to check for spelling errors in their documents.

Objectives of Activity

Upon successful completion of this activity, students should be able to

1. Check a document for correct spelling
2. Correct indicated misspelled words by using the functions of Spell Checker.

Facilities or Materials Needed

Using a Spell Checker Program handout
Spell Checker software
Data disk with stored activity

Description of Activity

Have students key document, making no corrections. Teach them to use the Spell Checker on the completed document and to make appropriate decisions as to whether or not a word is incorrectly spelled as recognized by the dictionary in the Spell Checker. Have students correct misspelled words.

Suggested Length of Activity

Approximately 30 minutes

Suggestions for Teacher

Check the word processing software manual for specific instructions for using Spell Checker. Remind students that Spell Checkers do not replace proofreading skills such as reading for meaning. Have students provide a listing of misspelled words the Spell Checker did not find. The teacher could key the exercise and save it on disk.

Suggestions for Evaluation

Observe students and evaluate copies of documents based on mailability.

Name____________________________

ACTIVITY D-5: USING A SPELL CHECKER PROGRAM

DIRECTIONS FOR PART I: Key the following document as printed. Do not correct errors.

SCHOOL RESOURCESES

Business teachers often think they need resources beyond the imnediate school enviromnent to enhance classroom learning. Many times, however, a bit of exploration within there school will uncover good resources for teaching.

Parents of students. Parents can be used too give talks, shate career information, and arrange transportation for field trips. The might also teach special lessons and sitribute free instructional materials from their business or indusgtry.

School libraries. The "Dictionary of Occupational Titles" and "Occupational Outlook Handbook" contain detialed descriptons of jobs, requirements for employment, and predictions for future employment opportunities. Resources like "Standard & Poors Register of Corporations" and "Directors and Executives" give corporation addresses which can be used for writing for information about major corporations and their products and services. lome states also publish state directories of manufacturers.

DIRECTIONS FOR PART II: Run the Spell Checker and make appropriate corrections. Print a copy. Proofread the copy and mark errors spell checker did not find.

ACTIVITY D-5: USING A SPELL CHECKER PROGRAM
(TEACHER'S COPY)

The Spell Checker should find:

Resourcedes	Resources
imnediate	immediate
enviromnent	environment
shate	share
sitribute	distribute
indusgtry	industry
detialed	detailed
descriptons	descriptions
lome	Some

The Spell Checker will NOT find:

Third line in first paragraph: there (their) school

First line in second paragraph: too (to) give talks

Third line in second paragraph: The (They) might also teach

Name of Activity: Global Changes D-6
Unit Objective 6

Suggested Use of Activity

Use when presenting advanced editing techniques. This activity is designed to be used when preparing one-page reports.

Objectives of Activity

Upon successful completion of this activity, the students should be able to use the global search and replace function to replace words in a report.

Facilities or Materials Needed

Global Search and Replace handout

Description of Activity

Students will key in a one-page report and save it. They will then use global search and replace to replace the word "college" with "university" where appropriate.

Suggested Length of Activity

A 50-minute class period

Suggestions for Teacher

Have students save this document to be used in later problems.

Suggestion for Evaluation

Observe students to make sure they use global search and replace instead of simply changing the words. Also, observe whether they change "college" to "university" in the last sentence in the first paragraph and in the second sentence of the second paragraph. In these instances, "colleges" should not be replaced.

Name ____________________________

ACTIVITY D-6: GLOBAL SEARCH AND REPLACE

DIRECTIONS: Key in the following report using a 70-space line and double spacing. Save and print the document. Then using global search and replace, find the word "college" and replace with "university" where appropriate. Be sure to save this document for later problems. Print the document.

HOW STANDARD RECRUITS COLLEGE GRADUATES

Procedure for Recruitment

The aim of our college recruiting program for employees is to make available for consideration to all interested Standard divisions the names of college seniors. A carefully selected list of college seniors who are potential employees is obtained in our contacts with a number of colleges and universities.

Each division needing college graduates furnishes Personnel with information about the number, kind of training, and personal qualifications of those it wishes to hire. Members of the Personnel Department visit colleges and universities to talk with college students who show interest in working for Standard. Each student is appraised on several of the following factors: scholastic ability, campus and extracurricular activities, work experience, impressions made on the interview and faculty ratings.

Name of Activity: Automatic Hyphenation D-7
Unit Objective 6

Suggested Use of Activity

Use when teaching automatic hyphenation.

Objectives of Activity

Upon successful completion of this activity, students should be able to use the automatic hyphenation feature effectively.

Facilities or Materials Needed

Global Search and Replace saved in Activity D-6
Dictionary or other word division resources

Description of Activity

Students will recall Activity D-6, shorten the line length by 10 or 12 spaces (depending upon pitch used), and use the automatic hyphenation feature to reformat the document. Save. Print.

Suggested Length of Activity

A 50-minute class period

Suggestions for Teacher

Have students recall Activity D-6 from disk. Instruct them to shorten the line length and use automatic hyphenation. Remind students that automatic hyphenation may not assure correct hyphenation of words. Require them to make those decisions.

Suggestion for Evaluation

1. Observe students.
2. Check word hyphenation on copy.

UNIT E: DEVELOP SPEED AND ACCURACY ON KEYBOARD

UNIT PLAN

General Comments

1. Skill development on automated equipment need not deviate much from techniques used on electric typewriters. Continue to use paced drills and other proven skill development drills as presented here, in the textbook and in other drill books.
2. Software packages are available for drill work; however, these packages should be selected carefully. Select software which adheres to accepted and proven skill development techniques. Evaluate carefully those with "game" format; they often violate learning principles.
3. Once students reach speeds between the upper teens and lower twenties, they should be performing production work. Speed and accuracy continues to develop while students practice production work.
4. To aid a student with poor speed and/or accuracy, provide a log-in sheet and disk for use outside of class in the keyboarding/typewriting lab or other designated area.

Topical Outline of Unit

DEVELOP SPEED AND ACCURACY ON KEYBOARD

1. Developing Speed

2. Developing Accuracy

Unit Objectives

Upon successful completion of this unit, students should be able to

1. Increase speed in keying documents
2. Key documents with greater accuracy

Evaluation of Unit

1. Since keystroking is reduced with the wraparound or the automatic carrier return features, speed requirements may be increased.
2. If students can correct errors easily with a backspace key, correction key or delete key, consider weighting speed more heavily than accuracy.

3. To prevent students from adding words after time is called, require them to place their hands in a designated location, such as on the table. Or require students to place their keyboards on top of the terminal if feasible.
4. Observe students carefully to prevent them from copying blocks of text during timings.
5. To prevent students from printing multiple copies of timing to share with classmates, require each timing to be labeled with the student's name and collect all timings. Use different copy for each timing.
6. Allow students to backspace and correct errors detected as they type.
7. Computer-managed instructional software that will grade prerecorded timed writings is available.

Teacher Resources for Unit

Blue, Hattie J. "Some Implications for Typewriting/Keyboarding Instruction," Business Exchange, Spring 1986, pp. 16-18.

Browne, Carmen D. "Evaluation: A Critical Part of Teaching Typing," Business Education Forum, November 1986, pp. 21-23.

Gades, Robert E. "The Effects of Computer Use on Typewriting Technique and Skill," Business Education Forum. February 1986, pp. 34-36.

Gades, Robert E. and Kenneth R. Hilburn. "A Study to Determine the Effects of Microcomputer Use on Typewriting Technique and Skill Development," Texas Tech University--Lubbock, Independent Study, 1984.

Gillard, Elizabeth. "Perfecting Skill in the Keyboarding of Numbers," Business Education Forum, March 1985, pp. 16-19.

Higgins, Jacquelyn Rae. "Keyboarding Skills and Their Effect on Computer Production Rate," Central Michigan University, MBE Thesis, 1983.

Holmes, M. A. and C. J. Eide. "Skill Building--A Positive Approach to Improve Keyboarding," Business Education Forum, December 1981, pp. 13-14.

Lambrecht, Judith and Joe Pullis. "Computer Assisted Instruction in Typing," Educational Computer Magazine, May/June 1983, pp. 42-45, 66-68.

Lindsey, C. and S. Saunders. "Keying on Electronic Typewriters," Today's Office, September 1984, pp. 42-43, 118.

McLean, Gary N. Teaching Keyboarding/Typewriting. Delta Pi Epsilon Rapid Reader No. 5. Little Rock, Arkansas: Delta Pi Epsilon, 1984.

Mouser, Marcella and Jackie Kircher. "Typewriting Drills on the Microcomputer," Kansas Business Teacher, Fall 1982, p. 13.

Perreault, Heidi. "Computer-Assisted Instruction Versus Traditional Techniques in Keyboarding Instruction," NABTE Review, 1985, pp. 52-54.

West, Leonard J. "A Corrective to Accuracy Assessment in Straight Copy Testing of Keyboard Operators," Journal of Education for Business, March 1987, pp. 245-248.

West, Leonard J. "Reappearance of Foolishness in Typewriting Instruction," Business Education Forum, October 1984, pp. 15-17.

SUGGESTED STUDENT ACTIVITIES

Name of Activity: Keyboard Development E-1
Unit Objective 1

Suggested Use of Activity

Use this activity daily as keys are introduced to students.

Objective of the Activity

Upon successful completion of this activity, students should be able to know the functions of all function keys and special keys on the keyboard.

Facilities or Materials Needed

Keyboard for IBM Compatible handout OR
Keyboard for Apple handout

Description of Activity

Make duplicate copies of the keyboard. As each special key is introduced, have students take notes as to the functions. This allows students to have handy copy of the complete keyboard upon full introduction of the keyboard.

Suggested Length of Activity

Approximately 3 to 4 minutes per class period in which a new special key is introduced would be required for this activity.

Suggestion for Teacher

Provide class time for students to complete this activity.

Suggestion for Evaluation

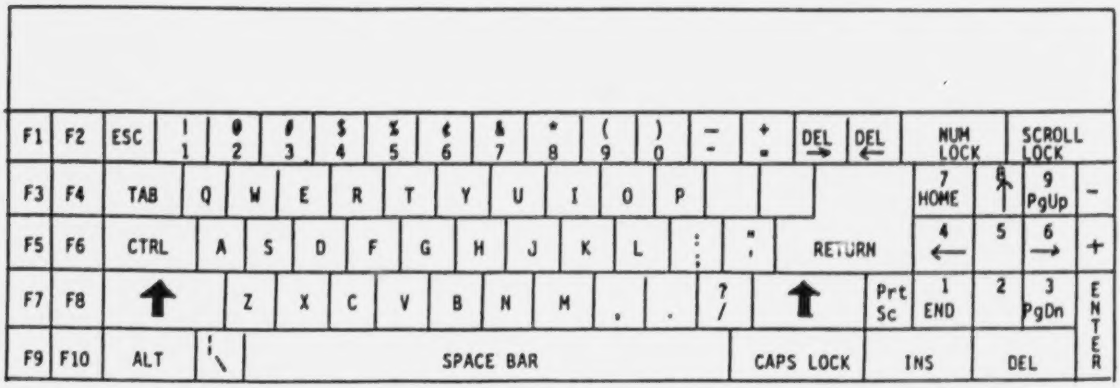
This activity should not be evaluated.

Name______________________

ACTIVITY E-1: KEYBOARD DEVELOPMENT

KEYBOARD FOR IBM COMPATIBLE

IBM COMPUTER KEYBOARD

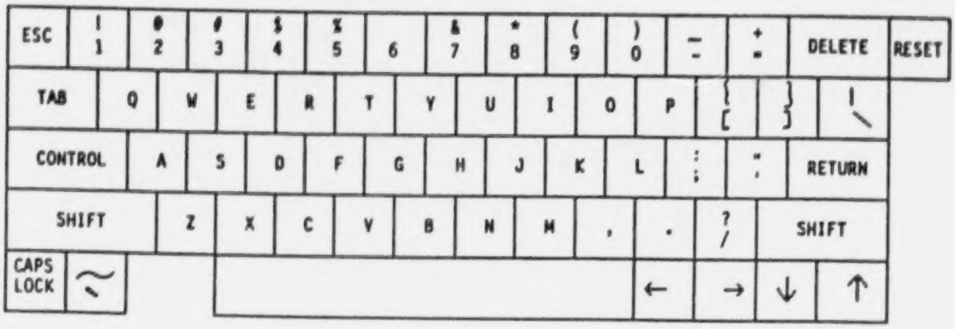

F1 F2 ESC ! 1 @ 2 # 3 $ 4 % 5 ¢ 6 & 7 * 8 (9) 0 _ - + = DEL DEL NUM LOCK SCROLL LOCK
F3 F4 TAB Q W E R T Y U I O P 7 HOME 8 9 PgUp -
F5 F6 CTRL A S D F G H J K L : ; " ' RETURN 4 5 6 +
F7 F8 Z X C V B N M , . ? / Prt Sc 1 END 2 3 PgDn ENTER
F9 F10 ALT | \ SPACE BAR CAPS LOCK INS DEL

Name________________________

ACTIVITY E-1: KEYBOARD DEVELOPMENT

KEYBOARD FOR APPLE

APPLE COMPUTER KEYBOARD


ESC
! 1
@ 2
# 3
$ 4
% 5
6
& 7
* 8
(9
) 0
_ -
+ =
DELETE
RESET
TAB
Q
W
E
R
T
Y
U
I
O
P
{ [
}]
| \
CONTROL
A
S
D
F
G
H
J
K
L
: ;
" '
RETURN
SHIFT
Z
X
C
V
B
N
M
,
.
? /
SHIFT
CAPS LOCK
~ `
←
→
↓
↑

Name of Activity: Weekly One-Minute Paragraph Progression Drill E-2
Unit Objective 1

Suggested Use of Activity

Use this activity weekly to increase keystroking speed.

Objectives of the Activity

Upon successful completion of this activity, students should be able to increase their keystroking speed at least three words per minute weekly.

Facilities or Materials Needed

Weekly One-Minute Paragraph Progression Speed Drill handout

Description of Activity

The teacher gives two one-minute timed writings on straight-copy material from other sources to establish students' base speed rates. Then the teacher instructs the students to select the paragraph from the handout which comes closest to their base rates, and each student attempts to complete that paragraph within the one-minute timings administered by the teacher. Once a student completes a paragraph/speed, he/she goes on to the next paragraph/speed during the next one-minute timing. (Two sets of paragraphs are given for each speed, serving as a choice for the students.)

Since this is a speed drill, very little, if any, attention is given to errors--unless the teacher decides to set such an error limit. The overall goal is to complete at least one of the paragraphs (speeds) within a given minute each week; consequently, each student's speed would have improved by a minimum of three words per week--a reasonable goal. Five to seven trials/timings on a given day each week are a sufficient number of attempts to increase speeds through this drill. (Note: During the second and succeeding weeks of this drill, the teacher need not administer "base rate timings," since the students will simply continue from where they left off the previous week.)

Suggested Length of Activity

Approximately 10 minutes per class period weekly

Suggestions for Teacher

Explain clearly the format and purpose of this drill the first time it is administered, as it is suggested that the drill be given weekly for several weeks. Check to see if students are practicing correct stroking techniques conducive to rapid keystroking. Encourage students to increase keystroking speed and comment on their successful mastering of at least one speed group weekly.

Suggestion for Evaluation

Have students keep a record on progress charts, through checkmarks or otherwise, as to which paragraphs they have mastered weekly. Proper keystroking techniques should be observed, demonstrated and evaluated on an individual basis. Occasionally, collect and record students' papers.

Name____________________

ACTIVITY E-2: WEEKLY ONE-MINUTE PARAGRAPH PROGRESSION SPEED DRILL

15 WPM

Since the weather has been cold outside, I like to stay inside and keep warm.

18 WPM

Walking through the quad on a beautiful day is very refreshing. The flowers are so pretty.

21 WPM

If everyone would start each day with a bright smile, the whole world would be a much better place to live.

24 WPM

The storm pushed down many trees in the city, ripped the roofs off several buildings, and knocked down hundreds of houses.

Learning to type is more than just pushing keys. You learn many valuable rules about English, grammar, and punctuation.

27 WPM

Your friendship means much to me. I have so much to thank you for because you have given me friendship, happiness and special memories.

This weekend our shcool is playing basketball in the exciting state tournament for the title of the best basketball team in the state.

30 WPM

After James had been late to work eighteen times and had called in sick just as often, the personnel director threatened him with the loss of his job.

Learning to type is fun. It is a good skill to have. It can be very beneficial both in work and school. I think everyone should learn to type.

Name______________________

ACTIVITY E-2: WEEKLY ONE-MINUTE PARAGRAPH PROGRESSION SPEED DRILL (Continued)

33 WPM

One way to spruce up around the house is to add houseplants. You can get houseplants that are bushy, vining, and that range from lushy green to a bright colorful red.

The football teams that are involved with our conference are the toughest and most successful in this state. We are all very proud of the good, exciting conference.

36 WPM

In most states when a holiday falls on a Saturday, the preceding Friday is observed as the holiday. If the holiday occurs on a Sunday, then Monday following is usually observed.

Due to weather conditions, there were no classes at the school that day. The students were very delighted. Therefore, they spent their free day practicing typewriting techniques.

39 WPM

I once was told that if we believe in ourselves, all the happiness in the world will prevail. I have come to the conclusion that life is worth living despite the challenges presented us daily.

In the past few decades, women have entered the work force by the thousands. Women used to hold clerical and teaching positions; but today women are becoming managers, supervisors, and executives.

42 WPM

Fall is my favorite season. The temperature cools just a bit, the leaves change color, and football season begins. Football is to fall what baseball is to spring. Each sport signals the arrival of a new season.

Attending college is something everyone should experience. It gives you a chance to be on your own and gain a sense of responsibility. It's a great place to meet new people and form life-long friendships.

Name______________________

ACTIVITY E-2: WEEKLY ONE-MINUTE PARAGRAPH PROGRESSION SPEED DRILL (Continued)

45 WPM

Another problem we have found is our telephone bill. We believe many employees have made personal long distance calls. This must stop. All phone calls must be for company business. Any personal calls must now be called collect.

Today is a beautiful day for skiing. It is snowing outside, but it is not too cold and the snow is not too heavy. The conditions are perfect for an enjoyable day of skiing. If we leave now, we can be on the slopes before ten.

48 WPM

To be a good student, one must have a lot of time and effort. All of us have the ability to achieve successfully in school if we try our best. If we do our homework and listen in class, there is an excellent chance of getting much better grades.

The word processing industry has made great progress in the past years. Contributions to this word processing progress include the developments in electronics and microcomputers, high-performance computer chips, and the small size computers.

51 WPM

As a rule, I try to exercise most every day. The feeling I have after a strenuous workout is knowing that I am doing everything to be and look the best I can. Start believing in yourself. Exercising is fun. Besides being healthy, exercise makes people happy.

Taking a cruise can be an exciting experience. There are many types of people to meet and food to eat. The entertainment is for people of all ages. Anyone can find something to keep himself busy. It is a great escape with only open sea for miles and miles.

Name______________________

ACTIVITY E-2: WEEKLY ONE-MINUTE PARAGRAPH PROGRESSION SPEED DRILL (Continued)

54 WPM

Each time you buy a new bike, visit an amusement park, see a movie, order a meal or have your car repaired, you are purchasing goods and services. Companies are always spending time and money to determine buying patterns so that they can meet the buyer's ever-changing needs.

In order to be a good typist, you must concentrate. You first must work on your technique, and then work on your speed. You must also remember to sit up straight, have feet flat on the floor, have hands curved, and have eyes on copy. Lastly, you must remember to practice.

57 WPM

Have you ever had that feeling of too much to do and not enough time to do it? I guess we have all had that feeling at some time. That is why it is important to set your priorities. Planning your time according to your goals will help you to get most things done without too much pressure.

Redbird fever--catch it! All one needs to do to catch Redbird fever is attend one Illinois State basketball game. The intensity of the fans, the band, the cheerleaders, and, most importantly, the players easily rub off on everyone. Catch Redbird fever--I did, and I'll always have it.

60 WPM

To help improve writing skills, one should be concise while also avoiding trite phrases, big words, unexplained technical terms, and abbreviations. Expressions should be concrete with stereotyped language eliminated. Writing from the reader's point of view will also enhance the quality of the writing.

There are many advantages to taking a typing class. The first advantage is that you will understand and be able to apply an extremely important business tool. Another is the fact that your typing ability could make you more marketable as a prospective employee. Typing is a skill you will never forget.

Name of Activity: Skip Around Speed Drill
Unit Objective 1

Suggested Use of Activity

Choose this activity bi-weekly to increase keystroking speed.

Objectives of the Activity

Upon successful completion of this activity, students should increase their keystroking speed by up to five words per minute bi-weekly.

Facilities or Materials Needed

Skip Around Speed handout

Description of Activity

The teacher gives two one-minute timed writings on straight-copy material from other sources to establish students' base speed rates. (This may be eliminated if students already know what their base speed rates are as a result of other such activities.) Then the teacher instructs the students to select a sentence from the Skip Around handout which is one, two or three words higher than their base rates as the first sentence to be used for speed building. (Note: The speeds for each sentence are given in the final six columns of the handout.) The teacher then administers a series of five to seven or so one-minute timings during which students type the sentence selected as often as they can without interruption. If the students have completed the sentence the number of times specified at the top of the final six columns, they have met their new speed goals. They are then eligible to select ("skip around") to a new speed goal sentence which is slightly higher than the one they had completed and repeat the cycle during the next teacher-administered one-minute timing. If a student did not complete the sentence the specified number of times during the first or any minute, that student is to repeat that sentence or find another sentence which will give him/her the same number of words per minute and try to complete it during the next timing.

Since this is a speed drill, very little attention is to be given to accuracy. The overall goal is to complete a sentence of the student's choice which will give him/her a new keystroking speed level. Then the student has the freedom to hunt ("skip around") for a new sentence which will add one, two or more words per minute for yet another new speed level.

Suggested Length of Activity

Approximately 10 minutes per class period bi-weekly

Suggestions for Teacher

Explain clearly the format and purpose of this speed drill the first time it is administered as it may be confusing to some students. Check to see if the students are practicing correct stroking techniques conducive to rapid keystroking. Encourage students to increase keystroking speed and comment on their successfully increasing their keystroking speeds.

Suggestions for Evaluation

Have students keep a record of their highest keystroking speeds on progress charts, through means of circling the speeds on their Skip Around Speed handout or some other means. Proper keystroking techniques, posture and position should be observed, demonstrated and evaluated on an individual basis. Occasionally collect and record students' keystroking speeds.

Name ____________

ACTIVITY E-3: SKIP AROUND SPEED DRILL

ACTIVITY E-3: SKIP AROUND SPEED DRILL

DIRECTIONS: Select the sentence that most nearly matches your "new speed goal" and repeat it as often as is required (check the speed-score chart in the columns at the right) during a one-minute timed writing. Repeat the sentence if you do not complete it the required number of times to meet this new speed goal. Proceed to another sentence which most nearly matches a new speed goal if you did complete it the required number of times.

Sentence Number		Words in the line	Words Per Minute If Completed (2)	(3)	(4)	(5)	(6)	(7)
1.	Let's get going on this fast drill.	7	14	21	28	35	42	49
2.	The purpose of this drill is to go fast.	8	16	24	32	40	48	56
3.	Many students here can type as fast as I can.	9	18	27	36	45	54	63
4.	The rules for this drill are simple to understand.	10	20	30	40	50	60	70
5.	Try hard to finish this sentence before time is called.	11	22	33	44	55	66	77
6.	Many people believed that keyboarding is an enjoyable skill.	12	24	36	48	60	72	84
7.	She will enjoy typing fast more than she will typing for control.	13	26	39	52	65	78	91
8.	The eighth sentence is going to be much longer than those shown above.	14	28	42	56	70	84	98
9.	By typing this line six times in a minute, I will score a high speed of 90.	15	30	45	60	75	90	105

UNIT F: CENTER TEXT

UNIT PLAN

General Comments

1. The emphasis of this unit is on the teaching of proper techniques of centering text both vertically and horizontally.
2. Teach students to either
    a. make allowance for default top margins or
    b. change top margins. Avoid using carrier returns at the top of documents; using the carrier return takes up disk space.
3. Teach the backspace-from-center method prior to teaching automatic centering in order for students to understand the concept of centering. Emphasize the fact that automatic centering takes place within margins.
4. Teach the following special features:
    a. automatic horizontal centering
    b. automatic vertical centering if available

Topical Outline of Unit

CENTER TEXT

1. Centering Horizontally
    a. Backspace method
    b. Automatic centering

2. Centering Vertically

Unit Objectives

Upon successful completion of this unit, students should be able to

1. Format text horizontally using the backspace method and automatic centering
2. Center text vertically

Evaluation of Unit

1. Demonstrate how to self-check vertical and horizontal centering by folding paper.
2. Evaluate documents that have been centered vertically and horizontally.

Teacher Resources for Unit

Clippinger, Dorinda A. "Document Formats: Are They Computer Compatible?" Balance Sheet, May/June 1986, pp. 7-10.

SUGGESTED STUDENT ACTIVITIES

Name of Activity: Horizontal Centering F-1
Unit Objective 1

Suggested Use of Activity

Use this activity to teach horizontal centering.

Objectives of Activity

Upon successful completion of this activity, students should be able to horizontally center lines of text.

Facilities or Materials Needed

Horizontal Centering handout

Description of Activity

Students practice horizontal centering by centering each line of the drill.

Suggested Length of Activity

Approximately 30 minutes

Suggestions for Teacher

When using microcomputers or electronic typewriters, centering takes place between margins--not from the center of the page. Be sure students understand this concept.

Present the backspace-from-center method to emphasize the concept that centering means placing an equal number of letters on each side of the centerpoint.

Suggestions for Evaluation

Examine printouts in class to determine correctness.

Name________________________

ACTIVITY F-1: HORIZONTAL CENTERING

DIRECTIONS FOR PART I: Set a 60-space line and double spacing. Center each of the following lines using the backspace-from-center method. Set a tab at the centerpoint. Tab to the center, then backspace once for each two letters and spaces in the line. For example: Seniors

Se (backspace) ni (backspace) or (backspace) s

Do not backspace for single letters. Print out a copy upon completion.

Seniors
offer
Free Tutoring to Freshmen and Sophomores
Mondays and Thursdays, 3:30 PM
Rooms 206 and 208, Annex
First Session on Monday, October 10

DIRECTIONS FOR PART II: Set a 40-space line. Key in the above lines using the automated features on the machine. Print out a copy upon completion.

DIRECTIONS FOR PART III: Set a 50-space line. Without rekeying, reformat the above lines to center each line within the 50-space line. Print out a copy.

Activity Name: Horizontal Centering with Spread Centering F-2
Unit Objective 1

Suggested Use of Activity

Use this activity to teach horizontal centering including spread centering.

Objectives of Activity

Upon successful completion of this activity, students should be able to horizontally center lines of text including spread centering.

Facilities or Materials Needed

Horizontal Centering with Spread Centering handout

Description of Activity

Students will center horizontally each line of the activity.

Suggested Length of Activity

Approximately 20 minutes

Suggestions for Teacher

1. Present the backspace from center concept.
2. Emphasize that centering takes place between margins on computers.
3. Teach the concept and method of spread centering.

Suggestions for Evaluation

Examine printouts in class to determine correctness.

Name____________________________

ACTIVITY F-2: HORIZONTAL CENTERING WITH SPREAD CENTERING

DIRECTIONS: Use a six-inch line and double spacing. Center each line using the backspace-from-center method. Print a copy upon completion. Spread center the first line.

TYPEWRITERS FOR SALE
IBM Selectrics
and
Remington 100E's
Between 5-10 years old
$100-$200
Contact Mouseville High School
Phone 555-1144

Name of Activity: Automatic Horizontal Centering F-3
Unit Objective 1

Suggested Use of Activity

Use this activity to teach automatic centering.

Objectives of Activity

Upon successful completion of this activity, students should be able to use the centering function of the word processing software when centering lines of text.

Facilities of Materials Needed

Automatic Horizontal Centering handout

Description of Activity

Students will use automatic centering feature to center copy.

Suggested Length of Activity

Approximately 30 minutes

Suggestions for Teacher

Have students save the document for use in vertical centering in Activity F-5.

To illustrate centering between improperly set margins, have students add 5 spaces to left margins, reformat text and print. Discuss the difference in their printouts.

Suggestions for Evaluation

Have students fold printout from left to right to see if centering is correct.

Name__________________________

ACTIVITY F-3: AUTOMATIC HORIZONTAL CENTERING

DIRECTIONS: Use default margins.
Use double spacing.
Key the following copy using automatic centering.
Save this problem for Activity F-5.
Print.

REMEMBER: CENTERING TAKES PLACE WITHIN MARGINS WHEN DONE AUTOMATICALLY.

HORIZONTAL CENTERING
Set margins
Press center command
Key text of line
Watch text being placed
One character on each side of
Center point
Return

Name of Activity: Automatic Horizontal Centering F-4
Unit Objective 1

Suggested Use of Activity

Use this activity to teach automatic centering.

Objectives of Activity

Upon successful completion of this activity, students should be able to use the centering function of the word processing software when centering lines of text.

Facilities or Materials Needed

Automatic Horizontal Centering handout

Description of Activity

Students will use automatic centering feature to center announcement.

Suggested Length of Activity

Approximately 20 minutes

Suggestions for Teacher

Have students save the document for use in vertical centering in Activity F-5.

Suggestions for Evaluation

Have students fold printout from left to right to see if centering is correct.

Name____________________________

ACTIVITY F-4: AUTOMATIC HORIZONTAL CENTERING

DIRECTIONS: Set a 5-inch line and use double spacing. Key the following announcement using automatic centering. Save this announcement for Activity F-5.

FAME CORPORATION
ANNUAL MEETING
Corporate Headquarters
St. Louis, Missouri
Saturday, November 20, 19--
Auditorium - First Floor
Begins 8:00 p.m.

Name of Activity: Vertical Centering F-5
Unit Objective 2

Suggested Use of Activity

Use this activity to teach vertical centering

Objectives of Activity

Upon successful completion of this activity, students should be able to vertically center text on a page.

Facilities or Materials Needed

Automatic Centering saved in Activity F-3 and Activity F-4

Description of Activity

Students will vertically center the document keyed and saved in Activity F-3 and F-4

Suggested Length of Activity

Approximately 30 minutes

Suggestions for Teacher

Explain how to center vertically. Make sure students understand the number of blank lines in double-spaced text. Have students first center by adding the appropriate number of blank lines at the top. Take into account the default top margin (usually 6 lines).

After students have centered using this method, have them delete the blank lines at the top and use the automatic page centering feature.

Suggestions for Evaluation

Have students fold paper from top to bottom to determine if document is vertically centered.

Name__________________________

ACTIVITY F-5: VERTICAL CENTERING

DIRECTIONS: Load the document saved in Activity F-3. Center this document vertically on a full sheet by adding the appropriate number of blank lines at the top. Remember to take into account the default top margin (if necessary). Print this document.

Repeat this procedure for the document saved in Activity F-4; or if you have the automatic page centering feature, use this to center the announcement. Print a copy with the document centered vertically.

UNIT G: PERSONAL LETTERS

UNIT PLAN

General Comments

1. This unit will be the first contact students have with preparing letters. The emphasis will be on personal letters.
2. Save a personal letter to be used when new letter styles or special inserts are introduced; for example, when business letters are introduced, students can retrieve a stored personal letter and reformat it as a business letter.
3. Teach or review the following special features:
    a. recall of date from previously stored data or DOS
    b. automatic return
    c. hyphenation
    d. appropriate file names
    e. delete files
    f. spell check
    g. block and move for sentences/paragraphs
    h. flush right or beginning at center feature for dates on modified letters
    i. stored formats for letter styles

Topical Outline of Unit

PERSONAL LETTERS

1. Keying and Formatting from Hard Copy

2. Keying and Formatting from Handwritten Copy

3. Keying and Formatting from Rough-Draft Copy

4. Formatting from Stored Copy (if memory is available)

5. Keying and Formatting from Self-Composed Copy

Unit Objective

Upon successful completion of this unit, students should be able to

1. Key and format personal letters from hard copy
2. Key and format personal letters from handwritten copy
3. Key and format personal letters from rough-draft copy
4. Format personal letters from stored copy
5. Key and format personal letters from self-composed copy

Evaluation for Unit

Expect students to prepare mailable documents (see Appendix D).

Teacher Resources for Unit

Clippinger, Dorinda A. "Document Formats: Are they Computer Compatible?" Balance Sheet, May/June 1986, pp. 7-10.

Nenez, Annette and Adele Bulliard. "Teaching Decision Making Improves Students' Production Typewriting," Business Education Forum, May 1986, pp. 15-18.

SUGGESTED STUDENT ACTIVITIES

Name of Activity: Keying Personal Letters from Hard Copy G-1
Unit Objective 1

Suggested Use of Activity

Use this activity to introduce format for personal letter in block style using open punctuation.

Objectives of Activity

Upon successful completion of this activity, students should be able to key personal letters using proper format.

Facilities or Materials Needed

Personal Letter Format handout
Transparency of Personal Letter Format in block style
Overhead projector

Description of Activity

Students will key in a copy of the letter in proper personal format.

Suggested Length of Activity

Approximately 20 minutes

Suggestions for Teacher

1. Use an overhead transparency of a properly formatted personal letter in block format with open punctuation to illustrate placement and letter parts.
2. Explain the parts of the letter affected by open punctuation.
3. Students should key, store and print for use in Activity H-6.
4. The teacher should suggest an appropriate line length.

Suggestions for Evaluation

Look at printouts as students complete them and provide immediate feedback. Discuss problems with individual students.

Name ______________________________

ACTIVITY G-1: PERSONAL LETTER FORMAT

DIRECTIONS: Key in the following personal letter in block format using open punctuation. Save and print.

RETURN ADDRESS	(Your return address)
DATE	(Current Date)
	QS
INSIDE ADDRESS	Mrs. Trudy Lingle Carbondale Community High School 300 North Springer Carbondale, IL 62901
	DS
SALUTATION	Dear Trudy
	DS
	Thank you for sending me the keyboarding drills for my students to use for practice for the State FBLA competitive events.
	DS
BODY SS	We are very excited about the upcoming conference and competitive events. This will be the first year we have participated, and we plan to place in at least two competitive events.
	DS
	FBLA has done much to give us a broader understanding of how business is run. Thank you for introducing us to this vocational student organization.
	DS
COMPLIMENTARY CLOSING	Sincerely
	QS
NAME	(Your Name)

Activity Name: Keying Personal Letters from Hard Copy G-2
Unit Objective 1

Suggested Use of Activity

Use this activity to introduce format for personal letter in modified block style using mixed punctuation.

Objectives of Activity

Upon successful completion of this activity, students should be able to key personal letters using proper format.

Facilities or Materials Needed

Personal Letter from Hard Copy handout
Transparency of Personal Letter in modified block style
Overhead projector

Description of Activity

Students will key in a copy of the letter in proper personal format.

Suggested Length of Activity

Approximately 20 minutes

Suggestions for Teacher

1. Use a transparency of a properly formatted personal letter in modified block format with mixed punctuation to illustrate placement and letter parts.
2. Explain the parts of the letter affected by mixed punctuation.
3. Students should key, store and print letter.

Suggestions for Evaluation

Look at printouts as students complete them and provide immediate feedback. Discuss problems with individual students.

Name____________________________

ACTIVITY G-2: PERSONAL LETTER FROM HARD COPY

DIRECTIONS: Key the following personal letter in modified block format using mixed punctuation. Save and print.

RETURN (Your Street Address)
ADDRESS (Your City, State, ZIP)
DATE Current Date

QS

INSIDE The West End Company
ADDRESS 2535 W. Jefferson Street
West End, WI 53095
DS
SALUTATION Ladies and Gentlemen:
DS
Please send me samples and illustrated brochures on West End's porcelain-on-steel cookware.
DS
I am enrolled in the distributive Education Program at (your) High School. As a part of the course requirements, I must prepare a Merchandise Information Manual which would include the materials you send me. The Manual will be used as a handy reference book by other students and the teacher.

BODY SS

DS
Since I must begin the Manual by November 9, I would appreciate your reply by that date.

COMPLIMENTARY DS Sincerely yours,
CLOSING

QS

NAME (Your Name)

Name of Activity: The Good, the Bad and the Ugly! G-3
Unit Objective 2

Suggested Use of Activity

This activity should be used with students who have shown competency in keying personal letters.

Objectives of Activity

1. To recognize the importance of handwriting quality in production speed when inputting data.
2. To demonstrate the use of appropriate letter format.
3. To key and edit error-free copy from handwritten text.

Facilities or Materials Needed

Copies of handwritten letters
Typewriting text or other resource material which contains letters of 75 to 100 words in length. Similar length letters provide for ease in comparison of production time.

Description of Activity

1. Giving no additional explanation, have each student handwrite a different personal letter from a textbook or other source.
2. Collect all letters.
3. Choose letters written in the best and the worst handwriting.
4. The teacher should then write a letter, making it the worst possible handwriting--close to illegible.
5. Photocopy enough good handwritten letters, bad handwritten letters and ugly handwritten letters for each student.
6. Have students keyboard each letter. Time students or have them time themselves for each handwritten letter keyed.
7. Discuss ease and difficulties of keying each letter, placing special emphasis on productivity.

Suggested Length of Activity

A 50-minute class period

Suggestions for Teacher

Help students recognize that this activity presents a "real life" problem. Many originators have poor handwriting which can slow production.

Suggestions for Evaluation

This activity should not be evaluated.

Activity Name: Keying Personal Letters from Rough-Draft Copy G-4
Unit Objective 3

Suggested Use of Activity

This activity should be used with students who have shown competency in keying personal letters. They should also be familiar with proofreader's marks.

Objectives of Activity

Upon successful completion of this activity, students should be able to prepare personal letters from rough-draft copy.

Facilities or Materials Needed

Personal Letter from Rough-Draft Copy handout
Proofreader's Marks handout

Description of Activity

Students should make the indicated corrections as they key, save and print the letter.

Suggested Length of Activity

Approximately 30 minutes

Suggestions for Teacher

1. Review commonly used proofreader's marks before beginning this activity.
2. (Optional) As an extension of this activity, students could be encouraged to prepare and send a personal consumer complaint or complimentary letter.

Suggestions for Evaluation

Evaluate letter for mailability

Name____________________

ACTIVITY G-4: PROOFREADER'S MARKS

⁀	Close-up	#	Space
∿	Transpose	]	Move right
lc	Lowercase	¶	Paragraph
∧	Insert	○ sp	Spell out
[	Move left	stet	Let it stand
≡	Capitalize	—	Underline
‖	Align	⊓	Move up
ℓ	Delete	⊔	Move down

Name______________________

ACTIVITY G-4: PERSONAL LETTERS FROM ROUGH-DRAFT COPY

DIRECTIONS: Key the following letter from rough-draft copy in modified block style. Save and print the letter.

112 E. LaRue Street
Streator, IL 61364
[May 3, 19--

lc lc lc
SAMMY'S SNACK CAKES
Box 1134
Radcliff, KY 40160

Ladies and Gentlemen:

I'm sold on Sammy's! My mom has been putting Sammy's Snack Cakes in my school lunches ever since I started 1st sp Grade. I'm in the 10th sp Grade now, and I figure that over the years I've eaten at # least 1,757 of your lc Snack lc Cakes.

My favorite snack cake is the dark chocolate one with the creamy filling. I had one for lunch yes~~t~~terday, but I was disappionted because the cake was dry and seemed stale. I checked the package and ~~found that~~ stet it was dated fresh until May 6. ¶ Some thing went wrong, and I thought you'd want # to know about it. Please check your recipe, ovens and packaging and bring back those fresh sammy's snack cakes that I've grown to love!

Sincerely,]
Denise Lowe

ACTIVITY G-4: KEYING PERSONAL LETTERS FROM ROUGH-DRAFT COPY (TEACHER'S COPY)

112 E. LaRue Street
Streator, IL 61364
May 3, 19--

Sammy's Snack Cakes
Box 1134
Radcliff, KY 40160

Ladies and Gentlemen:

I'm sold on Sammy's! My Mom has been putting Sammy's Snack Cakes in my school lunches ever since I started First Grade. I'm in the Tenth Grade now, and I figure that over the years I've eaten at least 1,757 of your snack cakes.

My favorite snack cake is the dark chocolate one with the creamy filling. I had one for lunch yesterday, but I was disappointed because the cake was dry and seemed stale. I checked the package and found that it was dated fresh until May 6.

Something went wrong, and I thought you'd want to know about it. Please check your recipe, ovens and packaging and bring back those fresh Sammy's Snack Cakes that I've grown to love!

Sincerely,

Denise Lowe

Activity Name: Keying, Storing and Printing Personal Form Letters G-5
Unit Objectives 1 and 4

Suggested Use of Activity

This activity should be used with students who have shown competency in keying personal letters.

Objectives of Activity

Upon successful completion of this activity, students will be able to prepare form letters using stored copy.

Facilities or Materials Needed

Personal Form Letters to Store and Print handout

Description of Activity

1. Review the stop code function of the electronic typewriter.
2. Key, store and print a copy of the letter using stop codes for the variables in the inside address and the body of the letter.
3. Prepare form letters for three children, substituting appropriate information for the variables.

Suggested Length of Activity

Two 50-minute class periods

Suggestions for Teacher

1. As a homework assignment on the first day, have students locate names and addresses for three children.
2. Create a master list to be sure that each child receives only one letter from Santa. The teacher might also have a backup list of children's names and addresses.
3. As an extension of this activity, students could be encouraged to be creative and make additional editing changes to personalize the letters. Remind students not to promise any specific gifts in the letter they prepare.
4. Students with access to a graphics program could design a letterhead and mailing labels to be used with this activity.
5. The teacher should consider submitting a news release on this activity to the local newspaper so that parents are aware of the source of the letter their children receive.

Suggestions for Evaluation

Evaluate for mailability and mail these letters.

Name__________________________

ACTIVITY G-5: PERSONAL FORM LETTER TO STORE AND PRINT

DIRECTIONS FOR PART I: Key the following form letter using stop codes for the variables (underlined material) of the inside address and body. Use modified block format with mixed punctuation. Save and print the letter.

Santa's Workshop
The North Pole
December __, 19--

Ms. Denise Lowe
112 E. LaRue Street
Streator, IL 61364

Dear Denise:

With Christmas getting near, things have been very hectic here at the North Pole. The elves are busy in the workshop filling the last-minute orders. Some of them have even been working overtime.

Mrs. Claus sends her greetings, too. She is helping me make my list and checking it twice--trying to find out who is naughty or nice!

Did you see Rudolph on TV the other night? He really enjoys making holiday shows. Another one of his favorite things is leading my sleigh on Christmas Eve. I know he will guide us right to your rooftop in Streator--so you had better get to bed early on Christmas Eve.

Well, I need to get started loading the sleigh now. It seems like there are so many toys to deliver to all the good boys and girls that I'm a little worried about whether there will be enough room for me in the sleigh!

Best wishes, Denise, for a Merry Christmas and a Happy New Year!

Love,

Santa

Name________________________

ACTIVITY G-5: PERSONAL FORM LETTER TO STORE AND PRINT (Continued)

DIRECTIONS FOR PART II: Retrieve the letter stored in Part I. Prepare letters for three children, substituting appropriate information for the variables.

Name of Activity: Composing a Response to a Personal Letter G-6
Unit Objectives 2, 3, 4 and 5

Suggested Use of Activity

This activity should be used with students who have shown competency in keying personal letters.

Objectives of Activity

Upon completion of this activity, students will be able to

1. Compose a personal letter at the keyboard, using proper grammar and punctuation
2. Store, print, proofread, retrieve and edit a personal letter

Facilities or Materials Needed

Sample Letter handout

Description of Activity

This activity includes formatting, storing, printing, proofreading, retrieving and editing. Make sure students perform each of the following steps:

1. Compose a letter in handwritten form in reply to Sample Letter handout or other teacher-assigned letter.
2. Store and print the composed letter.
3. Exchange the hard copy with another student for additional proofreading.
4. Submit the hard copy to teacher for final editing.
5. Retrieve stored letter and make editing changes.
6. Print a revised copy and give to teacher for evaluation.

Suggested Length of Activity

A 50-minute class period

Suggestions for Teacher

1. Provide guidelines for the length and number of paragraphs required for the composed letter.
2. Give formatting instructions or allow each student to select a recognized letter style.

Suggestions for Evaluation

1. Examine letters for the following: content, grammar, word usage, punctuation and letter format.
2. Incorporate a proofreading grade for the originator and each additional proofreader.
3. Consider having students evaluate letters by other classes for content and proper format. Bonus points may be awarded to those students who prepared letters which were voted "the best."

Name__________________________

ACTIVITY G-6: SAMPLE LETTER

#1 Happy Road
Pleasantville, IL 62345
September 5, 19--

Ms. Chris Teen
1516 Apple Street
Red Rose, IL 64321

Dear Ms. Teen:

Our band has received a contract from the senior class to play for your homecoming dance this year.

In order to help ensure the success of this dance, we would like to ask a favor of you. Would you please write to us and tell us your three favorite songs.

When the letters from you and your classmates are returned, we will try to make up a program which will include as many of these songs as possible.

Sincerely yours,

Joy Beeming
Band Member

UNIT H: BUSINESS LETTERS

UNIT PLAN

General Comments

1. The emphasis of this unit is on the preparation of business letters.
2. Teach use of the following special features:
    a. recall options for date from previously stored data or DOS
    b. automatic return
    c. hyphenation
    d. appropriate file names
    e. appropriate purging of files
    f. block and move to rearrange sentences/paragraphs
    g. spell check
    h. flush right or begin at center features for date placement in modified block style
    i. stored formats for letter styles
    j. store and recall options for closing lines for letters from same originator (macros or stored text)
3. Teach the two basic styles of punctuation appropriate for business letters: mixed punctuation (sometimes referred to as "standard punctuation") and open punctuation.

Topical Outline of Unit

BUSINESS LETTERS

1. Keying and Formatting from Hard Copy

2. Keying and Formatting from Handwritten Copy

3. Keying and Formatting from Rough-Draft Copy

4. Formatting from Stored Copy

Unit Objective

Upon successful completion of this unit, students should be able to

1. Key and format business letters from hard copy
2. Key and format business letters from handwritten copy
3. Key and format business letters from rough-draft copy
4. Format business letters from stored copy

Evaluation of Unit

Expect students to prepare mailable documents (see Appendix D).

Teacher Resources for Unit

Bronner, Michael and Roberta Pash-Bronner. "First-Time Final Copy: A Keyboarding Experiment," Business Education Forum, December 1984, pp. 20-21.

Johnson, Iris W. "Easy Transition to Word Processing Via Typewriting Instruction," Journal of Business Education, December 1983, pp. 127-128.

Nenez, Annette and Adele Bulliard. "Teaching Decision Making Improves Students' Production Typewriting," Business Education Forum, May 1986, pp. 15-18.

Sternin, Bernard. "Basic Building Blocks for Preparing Documents," Words, April/May 1984, pp. 35-38.

Wells, Patricia A. "Word Processing in the Typewriting Classroom," Journal of Business Education, March 1979, pp. 258-263.

SUGGESTED STUDENT ACTIVITIES

Activity Name: Full Block Letter Style H-1
Unit Objective 1

Suggested Use of Activity

Use this activity to introduce format of a full block business letter.

Objectives of Activity

Upon successful completion of this activity, students should be able to key a business letter in full block style.

Facilities or Materials Needed

Full Block Letter Style handout
Transparency of Full Block Letter Style
Colored pen

Description of Activity

Students will key in a copy of the letter in a full block style as shown.

Suggested Length of Activity

A 50-minute class period

Suggestions for Teacher

Use an overhead transparency of the full block style letter indicating with a colored pen the parts of the letter and spacing between parts of letter. Also indicate that business letters are printed on letterhead paper. The teacher should suggest an appropriate line length for the letter.

Suggestions for Evaluation

Look at printouts as students complete them and provide immediate feedback by indicating whether or not the letter was keyed in the proper form.

Name________________________

ACTIVITY H-1: FULL BLOCK LETTER STYLE

DIRECTIONS: Key in the following full block style letter and print a copy. Save the letter.

(Current Date)

Mr. David Elder
True Value Hardware
500 South Bradley
Champaign, IL 61820

Dear Mr. Elder:

I am sorry you have not been able to get the light fixtures I ordered last month. I had looked in several stores before deciding on purchasing the light fixtures from you. I am disappointed that labor difficulties have made them unavailable.

Because my construction company is on a tight schedule, it is necessary that I purchase the light fixtures from another company. Will you please return my $100 deposit to me as soon as possible.

We appreciate your promptness in dealing with this matter. We hope to order other items from your store in the future.

Sincerely,

Jason Boyd

xx

Activity Name: Modified Block Letter Style H-2
Unit Objective 1

Suggested Use of Activity

Use this activity to introduce format of a modified block letter.

Objectives of Activity

Upon successful completion of this activity, students should be able to key a business letter in modified block style

Facilities or Materials Needed

Modified Block Letter Style handout
Transparency of Modified Block Letter Style
Colored pen

Description of Activity

Students will key in a copy of the letter in a modified block style as shown. Date will be placed at flush right, but note that date beginning at center is another option.

Suggested Length of Activity

A 40-minute class period

Suggestions for Teacher

Use an overhead transparency of the full block style letter indicating with a colored pen the parts of a modified block style letter which differ from a full block letter. The teacher should suggest an appropriate line length for the letter.

Suggestions for Evaluation

Check the printout of each student's letter to verify that they used the correct form.

Name____________________

ACTIVITY H-2: MODIFIED BLOCK LETTER STYLE

DIRECTIONS: Key in the following modified block style letter. Place the date at flush right and closing lines to begin at center. Save and print the letter.

(Current Date)

Mr. Darryl Peterson
5908 West Sullivan Avenue
Worthy, MN 56212

Dear Mr. Peterson:

This is just a reminder that your car payments for the last three months have not reached the First National Bank.

Everyone occasionally overlooks an overdue payment. If you have simply failed to make your payment, please send us your check immediately. If you are having financial difficulty, let us know; we will do everything possible to help you.

Please disregard this letter if you have already made your payment. Thank you for your cooperation.

Sincerely,

Myron Hendrichs
Chief Loan Officer

xx

Activity Name: Modified Block Letter Style with Subject Line
Unit Objective 1
H-3

Suggested Use of Activity

Use this activity to reinforce the modified block letter style and to introduce the subject line.

Objectives of Activity

Upon successful completion of this activity, students should be able to key a business letter in modified block style with a subject line.

Facilities or Materials Needed

Modified Block Letter Style with Subject Line handout
Transparency of Modified Block Letter Style with Subject Line
Colored pen

Description of Activity

Students will key in a copy of this letter in a modified block style as shown, including a subject line a double space below the salutation. Date will begin at center, but note that date placed at flush right is another option.

Suggested Length of Activity

Approximately 20 minutes

Suggestions for Teacher

Use a transparency of the modified block letter with the subject line emphasizing the placement and spacing of a subject line. Also draw attention to the location and use of enclosure notation below the reference initials. The teacher should suggest an appropriate line length.

Suggestions for Evaluation

Evaluate a hard copy of the letter for mailability.

Name______________________

ACTIVITY H-3: MODIFIED BLOCK LETTER STYLE WITH SUBJECT LINE

DIRECTIONS: Key in the following modified block letter with a subject line. Format the date and closing lines to begin at center. Save and print the letter.

(Current Date)

Mr. Jason Tate
Blankinburg Realty
366 East Third Street
Manteno, IL 60953

Dear Mr. Tate:

Subject: Advertising Home Sales

As you know, we have been doing business in this town for more than ten years. We feel that our printing company provides one of the best sources of advertising in the area.

Our marketing supervisor has been developing various types of brochures advertising homes for sale. The brochures are three-fold and allow you to place quantities of information about a particular home in it and provide a large space for a picture of the home.

We feel this would be an excellent way for you to advertise homes that will be used in your Fall Open House. We are enclosing several sample brochures. Please contact us if we can be of service to you.

Sincerely,

Robert E. Brucker
Manager

xx

Enclosures

Activity Name: Full Block Letter From Handwritten Copy H-4
Unit Objective 2

Suggested Use of Activity

This activity should be used to reinforce the full block style letter and the need to interpret handwritten copy.

Objectives of Activity

Upon successful completion of this activity, students should be able to key a business letter from handwritten copy.

Facilities or Materials Needed

Full Block Letter From Handwritten Copy handout
Transparency of Full Block Letter From Handwritten Copy keyed correctly

Description of Activity

Students key a letter from handwritten copy in a full block style.

Suggested Length of Activity

Approximately 15 minutes

Suggestions for Teacher

Explain to students that often times the copy from which they key a business letter may be handwritten and that they should learn to interpret various handwritings. The teacher should suggest an appropriate line length.

Suggestions for Evaluation

Provide a correctly keyed copy of the letter as a transparency for the overhead and ask that each student check his/her own hardcopy for accuracy.

Name ____________________

ACTIVITY H-4: FULL BLOCK LETTER FROM HANDWRITTEN COPY

DIRECTIONS: Key in the following handwritten letter in full block style. Save and print the letter.

(Current Date)

Leyden Legal Services
989 South Second Street
Pocatello, ID 83201

Ladies and Gentlemen:

The usual business practice when you buy something in large quantities is to get a lower unit cost. This rule is not true of government-stamped envelopes

When you buy commercial envelopes, however, the cost per thousand goes down as the quantity purchased increases. The differential is as much as 35 percent in quantities of many thousands, even more in larger quantities.

We are prepared to show you postage savings with a postal meter— savings that will astound you.

Yours truly,

Miss Lauren B. Lucier
Sales Manager
xx

ACTIVITY H-4: FULL BLOCK LETTER FROM HANDWRITTEN COPY
(TEACHER'S COPY)

(Current Date)

Leyden Legal Services
989 South Second Street
Pocatello, ID 83201

Ladies and Gentlemen:

The usual business practice when you buy something in large quantities is to get a lower unit cost. This rule is not true of government-stamped envelopes.

When you buy commercial envelopes however, the cost per thousand goes down as the quantity purchased increases. The differential is as much as 35 percent in quantities of many thousands, even more in larger quantities.

We are prepared to show you postage savings with a postal meter--savings that will astound you.

Yours truly,

Miss Laren B. Lucier
Sales Manager

xx

Activity Name: Modified Block Letter From Rough Draft H-5
Unit Objective 3

Suggested Use of Activity

Use this activity to reinforce the modified block style letter and to provide an opportunity to key from rough draft.

Objectives of Activity

Upon successful completion of this activity, students should be able to key a business letter from rough-draft copy.

Facilities or Materials Needed

Modified Block Letter From Rough Draft handout
Proofreader's Marks handout from Activity G-4

Description of Activity

Students key in a letter from rough-draft copy in modified block style.

Suggested Length of Activity

Approximately 20 minutes

Suggestions for Teacher

Students should note the use of slashes in the opening and closing lines as they represent a return. A review of proofreader's marks may be necessary. Students should also realize they may be expected to produce mailable copy from rough-draft material.

Suggestions for Evaluation

Evaluate hard copy of letter for mailability. Students should also be observed for proper techniques.

Name______________________

ACTIVITY H-5: MODIFIED BLOCK LETTER FROM ROUGH DRAFT

DIRECTIONS: Key in the following letter from rough-draft copy in modified block style. The slashes used in the opening and closing lines indicate a line return. Save and print the letter.

(Current Date) / Mr. Robert L. Cor~~g~~bin / Community High School / Gothen~~s~~burg, N~~ebracka~~E 69138 / Dear Mr. ~~Roberts:~~ Corbin / Perhaps ~~Y~~you are ~~probably~~ one of the 75 million ~~000,000~~ people in the US sp who has ~~have~~ made few or no investments. If you are ~~therefore~~, you will be ~~most~~ interested in a free copy of The Investors' Handbook. ¶ In simple, concise, easy-to-read language, this book ~~it~~ answers almost every conc(ie)vable questions about investments in insurance, stocks~~,~~ and bonds. It tells how and why so many people are able to retire at an early age. It explains how social security payments may # be supplemented by sa~~v~~fe investments. It gives pointers on how to select safe investments. ¶ A copy has been reserved in your name. To receive ~~get~~ it, simpl~~e~~y mail the enclosed card. Remember, the booklet is free. Cordially yours, / Arthur J. Powell / Director and Regional Sales Manager / xx / Enclosure

ACTIVITY H-5: MODIFIED BLOCK LETTER FROM ROUGH DRAFT
(TEACHER'S COPY)

(Current Date)

Mr. Robert L. Corbin
Community High School
Gothenburg, NE 69138

Dear Mr. Corbin:

Perhaps you are one of the 75 million people in the United States who has made few or no investments. If you are, you will be interested in a free copy of *The Investor's Handbook*.

In simple, concise, easy-to-read language, this book answers almost every conceivable question about investments in insurance, stocks and bonds. It tells how and why so many people are able to retire at an early age. It explains how Social Security payments may be supplemented by safe investments. It gives pointers on how to select safe investments.

A copy has been reserved in your name. To receive it, simply mail the enclosed card. Remember, the booklet is *free*.

Cordially yours,

Arthur J. Powell
Director and Regional Sales Manager

xx

Enclosure

Activity Name: Change Personal Letter to Business Letter
Unit Objective 4

H-6

Suggested Use of Activity

This activity should be used after students have had some experience in preparing business letters.

Objectives of Activity

Upon successful completion of this activity, students should be able to change a personal letter to a business letter with a minimum amount of keying.

Facilities or Materials Needed

Personal Letter Format saved Activity G-1

Description of Activity

Demonstrate how to eliminate the return address of the stored personal letter and how to provide the appropriate salutation and reference initials. Save the letter for use in Activity I-2. Print the letter.

Suggested Length of Activity

Approximately 30 minutes

Suggestion for Teacher

Review margin settings, line spacing and basic letter parts.

Suggestion for Evaluation

Evaluate a hard copy of the revised letter for mailability.

Name of Activity: Full Block Style Letter H-7
Unit Objective 1

Suggested Use of Activity

Use this activity to improve student accuracy in using the automatic date entering and the saving and retrieval of macros.

Objectives of Activity

Upon successful completion of this activity, students should be able to use the automatic date entering feature and save and retrieve macros.

Facilities or Materials Needed

Full Block Letter Style handout

Description of Activity

Students key and save a full block style business letter using the automatic date entering feature. Save the closing lines as a macro for use in Activity H-8. Save the letter for use in Activity I-2.

Suggested Length of Activity

Approximately 30 minutes

Suggestions for the Teacher

Give specific instructions for recalling date and using macros.

Suggestions for Evaluation

Watch students as they prepare letters, making sure they are using the appropriate features of the machines.

Name____________________________

ACTIVITY H-7: FULL BLOCK LETTER STYLE

DIRECTIONS: Key in the following full block style letter, using the automatic date feature to insert the current date. Save the closing lines as a macro. Save and print the letter.

(Current Date)

Mr. Richard Angellotti
National Retail Merchants Association
100 West 31 Street
New York, NY 10001

Dear Mr. Angellotti:

Last week my secretary notified you that I would attend the annual meeting of the Board of Directors to be held at the Empire Hotel on March 1, 19--.

Will you please cancel my reservation and convey my regrets to the other members.

Sincerely,

Ralph Johnson
Executive Director

(your initials)

Name of Activity: Using Move and Macros H-8
Unit Objective 4

Suggested Use of Activity

Use this activity to teach moving blocks of text and to practice retrieving macros.

Objectives of Activity

Upon successful completion of this activity, students should be able to move text within a business letter and recall closing lines stored in a macro.

Facilities or Materials Needed

Disk containing stored macro from Activity H-7
Using Move and Macros handout

Description of Activity

Have students key in business letter using same closing lines as in Activity H-7 and print a copy. They are to retrieve text and move a paragraph and print. Save for use in Activity H-9.

Suggested Length of Activity

Approximately 30 minutes

Suggestions for Teacher

Give instructions for moving text.

Suggestions for Evaluation

Evaluate letters for mailability. Observe students to make sure they are using automatic features.

Name__________________________

ACTIVITY H-8: USING MOVE AND MACROS

DIRECTIONS FOR PART I: Key in the following business letter. Use full block style. Use the closing lines stored as a macro from Activity H-7 containing Mr. Johnson's closing lines. Save the document.

(Current Date)

Mrs. Ellen Bartusek
New York National Bank
23 Madison Avenue
New York, NY 10023

Dear Mrs. Bartusek:

It is my pleasure to recommend Ms. Leslie Grant to any firm or organization that may consider her as a prospective employee. Ms. Grant was employed as secretary by our Travel Agency from September 1982 until December 1987.

She has been active in community affairs during her employment with our agency. She is a member of Charleston Business and Professional Women, the Daisy Garden Club, and Rho Tau Alpha Sorority. On Sunday afternoons she works as a volunteer at our local hospital.

Ms. Grant is a 1982 graduate of Mattoon High School. She was a cheerleader and was active in student affairs. She represented her school in the Miss FBLA contest in 1981.

Ms. Grant is a personable and attractive young lady. She gets along well with people and has excellent rapport with fellow employees.

We regret losing her services, but we are pleased that she plans to continue her education and career opportunities. If she returns to Illinois, we would immediately employ her for any position for which she may qualify in our agency.

(Recall Closing Lines)

DIRECTIONS FOR PART II: Recall the document from the disk. Move paragraph 3 to follow paragraph 1. Print a copy.

ACTIVITY H-8: USING MOVE AND MACROS
(TEACHER'S COPY)

(Current Date)

Mrs. Ellen Bartusek
New York National Bank
23 Madison Avenue
New York, NY 10023

Dear Mrs. Bartusek:

It is my pleasure to recommend Ms. Leslie Grant to any firm or organization that may consider her as a prospective employee. Ms. Grant was employed as secretary by our Travel Agency from September 1982 until December 1987.

Ms. Grant is a 1982 graduate of Mattoon High School. She was a cheerleader and was active in student affairs. She represented her school in the Miss FBLA contest in 1981.

She has been active in community affairs during her employment with our agency. She is a member of Charleston Business and Professional Women, the Daisy Garden Club, and Rho Tau Alpha Sorority. On Sunday afternoons she works as a volunteer at our local hospital.

Ms. Grant is a personable and attractive young lady. She gets along well with people and has excellent rapport with fellow employees.

We regret losing her services, but we are pleased that she plans to continue her education and career opportunities. If she returns to Illinois, we would immediately employ her for any position for which she may qualify in our agency.

Sincerely,

Ralph Johnson
Executive Director

xx

Name of Activity: Editing Stored Text H-9
Unit Objectives 3 and 4

Suggested Use of Activity

Use this activity to teach and practice editing text from hard copy.

Objectives of Activity

Upon successful completion of this activity, students should be able to edit using insert and delete features of word processing software.

Facilities or Materials Needed

Editing Stored Text handout

Description of Activity

Students will use previously stored documents to make editing changes and then print a hard copy.

Suggested Length of Activity

Approximately 15 minutes

Suggestions for Teacher

Be sure students have completed and saved Activity H-8 prior to beginning this activity.

Suggestions for Evaluation

Observe students to make sure they are using efficient procedures and correct features in performing editing tasks.

Name____________________________

ACTIVITY H-9: EDITING STORED TEXT

DIRECTIONS: Retrieve the letter "Using Move and Macros" stored in Activity H-8. Make the following editing changes. Save and print.

(Current Date)

Mrs. Ellen Bartusek
New York National Bank
23 Madison Avenue
New York, NY 10023

Dear Mrs. Bartusek:

It is my pleasure to recommend Ms. Leslie Grant to your ~~any~~ firm ~~or organisation that may consider her~~ as a prospective employee. Ms. Grant was employed as secretary by our Travel Agency from September 1982 until December 1987.

Ms. Grant is a 1982 graduate of Mattoon High School. She was a cheerleader and was active in student affairs. She also represented her school in the Miss FBLA event ~~contest in 1981~~.

She has been active in community affairs during her employment with our agency. She is a member of the Charleston Business and Professional Women's Club, the Daisy Garden Club, and the Rho Tau Alpha Sorority. On Sunday afternoons she works as a volunteer at ~~our local~~ Sarah Bush Lincoln Hospital.

Ms. Grant is a personable and attractive young lady. She gets along well with people and has excellent rapport with her fellow employees.

We regret losing her services, but we are pleased that she plans to continue her education and career opportunities. If she ever returns to Illinois, we would immediately employ her for any position for which she may qualify in our agency.

Sincerely,

Ralph John
Executive Director

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xx

ACTIVITY H-9: EDITING STORED TEXT
(TEACHER'S COPY)

(Current Date)

Mrs. Ellen Bartusek
New York National Bank
23 Madison Avenue
New York, NY 10023

Dear Mrs. Bartusek:

It is my pleasure to recommend Ms. Leslie Grant to your firm as a prospective employee. Ms. Grant was employed as secretary by our Travel Agency from September 1982 until December 1987.

Ms. Grant is a 1982 graduate of Mattoon High School. She was a cheerleader and was active in student affairs. She also represented her school in the Miss FBLA event.

She has been active in community affairs during her employment with our agency. She is a member of the Charleston Business and Professional Women's club, the Daisy Garden Club, and the Rho Tau Alpha Sorority. On Sunday afternoons she works as a volunteer at Sarah Bush Lincoln Hospital.

Ms. Grant is a personable and attractive young lady. She gets along well with people and has excellent rapport with her fellow employees.

We regret losing her services, but we are pleased that she plans to continue her education and career opportunities. If she ever returns to Illinois, we would immediately employ her for any position for which she may qualify in our agency.

Sincerely,

Ralph John
Executive Director

xx

UNIT I: ENVELOPES

UNIT PLAN

General Comments

1. In this unit, the emphasis is on preparing envelopes conforming to U.S. Postal Service recommendations.
2. The top margin may need to be changed to line 3 and side margin to 1/2 inch to prevent envelopes from tearing on the microcomputer printer or the electronic typewriter when printing a return address.
3. Change printer page length to match envelope length.
4. The pause command stops the printer until paper or envelope can be inserted properly into the printer. Pause can be embedded in the document or can be a print option. For example, pause between pages allows single sheets to be inserted into printer one at a time for a lengthy document.
5. A tractor feed printer may not feed single envelopes or single sheets of paper. If printers that feed envelopes are not available, practice printing on paper.
6. With some software packages, formats may be saved or embedded commands may be used so that formatting instructions need not be repeated each time.
7. The return address, as well as the envelope format, may be saved and retrieved from the storage buffer or from the data disk.
8. Teach the special features of stored formats and block and print.

Topical Outline of Unit

ENVELOPES

1. Preparing in Conformity with U.S. Postal Service Recommendations
    a. Small or No. 6 3/4
    b. Large or No. 10

2. Transferring Address from Letter Without Rekeying

3. Saving and Reusing Envelope Format

Unit Objectives

Upon successful completion of this unit, students should be able to

1. Prepare envelopes according to U.S. Postal Service recommendations
2. Prepare small and large envelopes for personal and business letters
3. Use ZIP Code Directory and other information sources
4. Save and reuse envelope formats
5. Transfer addresses from letters to envelopes without rekeying when possible

Suggestion for Evaluation

Expect students to prepare mailable documents (see Appendix D).

Teacher Resources for Unit

United States Postal Service, "Addressing for Automation ZIP + 4: Addressing Tomorrow Today," Notice 221, May 1985.

SUGGESTED STUDENT ACTIVITIES

Name of Activity: Postal Regulations I-1
Unit Objective 1

Suggested Use of Activity

This activity should be required when students first study preparation of envelopes.

Objective of Activity

Upon successful completion of this activity, students should be able to prepare envelopes following U.S. Postal Service recommendations.

Facilities or Materials Needed

Address Formats handout
Addressing for Automation ZIP + 4, U.S. Postal Service brochure

Description of Activity

1. Discuss recommendations for preparing addresses for envelopes as provided by the U.S. Postal Service.
2. Have students study the recommendations.
3. Have students key correctly both the correct addresses and the incorrect addresses from the Address Formats handout.

Suggested Length of Activity

A 50-minute class period

Suggestions for Teacher

Obtain from the U.S. Postal Service the latest bulletin on postal recommendations.

Before keying, discuss the Address Formats handout and how the incorrect addresses do not conform with the postal recommendations.

Suggestions for Evaluation

1. Written or oral quiz
2. Preparation of addresses on blank sheet of paper for address format only

Name____________________

ACTIVITY I-1: ADDRESS FORMATS

DIRECTIONS: Key the Correct addresses from Column 1 and then key correctly the Incorrect addresses from Column 2. Print on plain paper.

CORRECT

1. MR JEFFREY MILLER
126 N ROD LANE
CARBONDALE IL 62901

2. MISS SALLY JONES
PO BOX 34
126 SOUTH STREET
PORTLAND OR 97207-0236

3. MS ANDREA ADAMS PRESIDENT
KWIKPRINT CORPORATION
624 BROADWAY
GREAT FALLS MT 59401

4. MR M A HOUSE
4417 BROOKS STREET NE APT 666
WASHINGTON DC 20019-1234

5. MRS ALICIA SMITH
RR 3 BOX 256A
CARBONDALE IL 62901

6. CARRUTHERS CORPORATION
ATTENTION J JONES
12859 N 19TH STREET
PHOENIX AZ 85203

7. MR SUPAT TIPMONGKOL
87-6 LAZAL
BAUGNA BANGKOK
THAILAND

8. MR M L WAHLS
867 WOLFE AVENUE
DOG SLED SASKATCHEWAN
CANADA
S6H 136

INCORRECT

9. Attention Matthew Vetter
Center View Hotel
260 West Green Street
Peoria, Illinois 61607

10. Ms Elisabeth Hudson
6129 E McGregor
Salina Kansas 67401

11. Miss Carol Clemens
8 St. Joseph Manor
Claremont, Calif. 91711

12. Denton Insurance Agency
2402 Parkview Road
Bloomington, IL 61701

Atten. P. Kahula

13. MR. JOSEPH BRYANT
632 E. 123RD STREET
TULSA, OK. 74108-0632

14. MR ADAM P BROOKS
8 BROOKSHIRE DRIVE
SALINA KANSAS

15. MR AUSTIN OLSON
2412 JEFFERSON STREET
OMAHA NEBRASKA 68102

16. Mr. Albrecht Strumm
Mosbacherstrasse 3 D6200
Wiesbaden
West Germany

ACTIVITY I-1: ADDRESS FORMATS
(TEACHER'S COPY)

1. MR JEFFREY MILLER
126 N ROD LANE
CARBONDALE IL 62901

2. MISS SALLY JONES
PO BOX 34
126 SOUTH STREET
PORTLAND OR 97207-0236

3. MS ANDREA ADAMS PRESIDENT
KWIKPRINT CORPORATION
624 BROADWAY
GREAT FALLS MT 59401

4. MR M A HOUSE
4417 BROOKS STREET NE APT 666
WASHINGTON DC 20019-1234

5. MRS ALICIA SMITH
RR 3 BOX 256A
CARBONDALE IL 62901

6. CARRUTHERS CORPORATION
ATTENTION J JONES
12859 N 19TH STREET
PHOENIX AZ 85203

7. MR SUPAT TIPMONGKOL
87-6 LAZAL
BAUGNA BANGKOK
THAILAND

8. MR M L WAHLS
867 WOLFE AVENUE
DOG SLED SASKATCHEWAN
CANADA
S6H 136

9. CENTER VIEW HOTEL
ATTENTION MATTHEW VETTER
260 WEST GREEN STREET
PEORIA IL 61607

10. MS ELISABETH HUDSON
6129 E MCGREGOR
SALINA KS 67401

11. MISS CAROL CLEMENS
8 ST JOSEPH MANOR
CLAREMONT CA 91711

12. DENTON INSURANCE AGENCY
ATTENTION P KAHULA
2402 PARKVIEW ROAD
BLOOMINGTON IL 61701

13. MR JOSEPH BRYANT
632 E 123RD STREET
TULSA OK 74108-0632

14. MR ADAM P BROOKS
8 BROOKSHIRE DRIVE
SALINA KS 67401

15. MR AUSTIN OLSON
2412 JEFFERSON STREET
OMAHA NE 68102

16. MR ALBRECHT STRUMM
MOSBACHERSTRASSE 3 D6200
WIESBADEN
WEST GERMANY

Note: 9. May be keyed:
MR MATTHEW VETTER
CENTER VIEW HOTEL
260 WEST GREEN STREET
PEORIA IL 61607

14. ZIP may be found under No. 10.

Name of Activity: Blocking Letter Address and I-2
Preparing Envelopes with Saved Format
Unit Objectives 2, 4 and 5

Suggested Use of Activity

This activity should be used when students are preparing letters and envelopes.

Objectives of Activity

Upon successful completion of this activity, students should be able to block the address in letters and use saved formats to transfer those inside addresses to envelopes.

Facilities or Materials Needed

Disk with stored address format
Stored letter on disk from Activity H-6 and Activity H-7 or letter from an adopted textbook
Envelopes or plain paper
Envelope Formatting handout

Description of Activity

1. Discuss the Envelope Formatting handout and the correct placement of return address and sending address on small and large envelopes.
2. Demonstrate blocking an address using a saved format.
3. Have students prepare both large and small envelopes for the letters saved in Activity H-6 and Activity H-7 or other letters.

Suggested Length of Activity

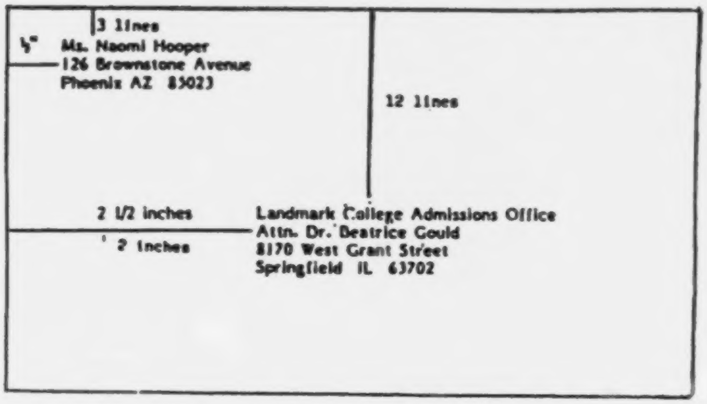
A 50-minute class period

Suggestions for Teacher and Evaluation

1. Teach students to store the address format. Follow formatting guidelines given in textbook and/or Envelope Formatting handout.
2. An alternative method would be to block and move addresses to a second page, insert the proper format, and print the envelope format on plain paper.
3. If software does not permit blocking and printing, consult the instructional manual for an efficient method of printing envelopes.
4. Evaluate hardcopy.

Name________________

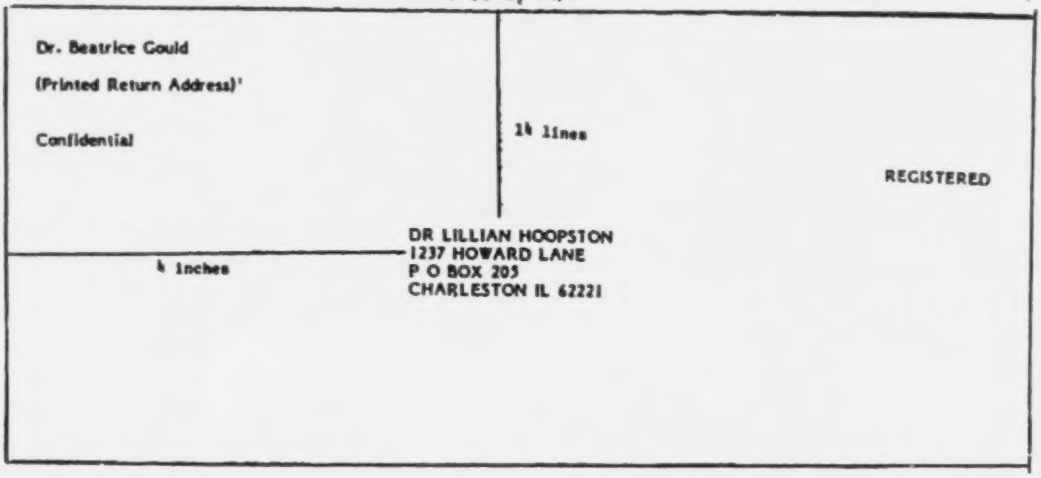
ACTIVITY I-2: ENVELOPE FORMATTING


3 lines
½"
Ms. Naomi Hooper
126 Brownstone Avenue
Phoenix AZ 85023
12 lines
2 1/2 inches
2 inches
Landmark College Admissions Office
Attn. Dr. Beatrice Gould
8170 West Grant Street
Springfield IL 63702

No. 6 3/4 envelope
6 1/2 by 3 3/8

May use center - 10 for No. 6 3/4 Envelope
May use center - 3 for No. 10 Envelope

No. 10 envelope
9 1/2 by 4 1/4


Dr. Beatrice Gould
(Printed Return Address)
Confidential
14 lines
REGISTERED
4 inches
DR LILLIAN HOOPSTON
1237 HOWARD LANE
P O BOX 205
CHARLESTON IL 62221

Name of Activity: Finding ZIP Codes and Preparing Envelopes I-3
Unit Objectives 1, 2, 3 and 4

Suggested Use of Activity

Use as needed to follow textbook presentation and after having completed Activity I-1.

Objectives of Activity

Upon successful completion of this activity, student will be able to

1. Prepare return addresses on personal envelopes
2. Prepare envelope addresses for personal and business letters for small and large envelopes
3. Use ZIP Code Directory and other sources to locate specific ZIP Code information needed

Facilities or Materials Needed

ZIP Code Directory
Envelope Formatting handout from Activity I-2
Using the ZIP Code Directory handout
Envelopes or plain paper

Description of Activity

1. Demonstrate how to prepare addresses by using the formatting guidelines and/or Envelope Formatting handout and the textbook.
2. Have students use a ZIP Code Directory to find ZIP Codes for addresses on Using the ZIP Code Directory handout.
3. Prepare envelopes for each address.

Suggested Length of Activity

A 50-minute class period

Suggestion for the Teacher

Use a transparency of Envelope Formatting handout along with textbook guidelines. Conventional format may be used in preparing envelopes instead of following U.S. Postal Service recommendations.

Suggestions for Evaluation

1. Evaluate hard copy of envelopes.
2. Expect students to prepare mailable documents (see Appendix D).

Name______________________

ACTIVITY I-3: USING THE ZIP CODE DIRECTORY

DIRECTIONS: For each of the following addresses, locate the correct ZIP Code. Prepare an envelope for each address following the U.S. Postal Service recommendations.

PART I: Prepare a small, No. 6 3/4, envelope for each address below. Include your own return address on each envelope.

Ms. Megan Bryant
240 Wickerberry Hollow
Roswell, GA

Mr. Mark Lopez
3349 Sierra Circle
Rock Springs, WY

Mr. Ronald Schmidt
604 30th Street, NW
Winter Haven, FL

Dr. Charlotte Cox
1627 South Library Circle
Council Bluffs, IA

Miss Andrea Grant
33307 Battershall Street
Wildwood, IL

PART II: Prepare a large, No. 10, envelope for each address below.

Mr. Dan Edwards
228 Hurley Avenue
New River, VA

Mr. Frank Dvorak
2044 South Clack #643
Brownsville, TX

Mr. Harold Johnson
1333 E. Palm
Redlands, CA

Mr. Gary Wang
42 Ford Street
Ithaca, NY

Captain Andrew Cummings
Grand Forks Air Force Base
Grand Forks, ND

ACTIVITY I-3: USING THE ZIP CODE DIRECTORY
(TEACHER'S COPY)

MS MEGAN BRYANT
240 WICKERBERRY HOLLOW
ROSWELL GA 30075

MR MARK LOPEZ
3349 SIERRA CIRCLE
ROCK SPRINGS WY 82901

MR RONALD SCHMIDT
604 30TH STREET NW
WINTER HAVEN FL 33880

DR CHARLOTTE COX
1627 SOUTH LIBRARY CIRCLE
COUNCIL BLUFFS IA 51501

MISS ANDREA GRANT
33307 BATTERSHALL STREET
WILDWOOD IL 60030

MR DAN EDWARDS
228 HURLEY AVENUE
NEW RIVER VA 24129

MR FRANK DVORAK
2044 SOUTH CLACK #643
BROWNSVILLE TX 78520

MR HAROLD JOHNSON
1333 E PALM
REDLANDS CA 92373

MR GARY WANG
53 FORD STREET
ITHACA NY 14850

CAPTAIN ANDREW CUMMINGS
GRAND FORKS AIR FORCE BASE
GRAND FORKS ND 58201

UNIT J: INTEROFFICE MEMORANDA

UNIT PLAN

General Comments:

1. This unit emphasizes the preparation of interoffice memoranda. Follow the formatting guidelines provided in the textbook.
2. Since the preprinted interoffice memorandum form is designed to save time, memo formats should be saved, merged and retrieved.
3. Make adjustments for vertical spacing after memoranda guide words (double or triple) depending upon the capabilities of the equipment being used.
4. Teach the following special features:
    a. saved guide words under function key, user keys or macros
    b. bold print for guide words
    c. merge or stop codes to allow keying of memos on stored format.

Topical Outline of Unit

INTEROFFICE MEMORANDA

1. Keying and Formatting from Hard Copy

2. Keying and Formatting from Handwritten Copy

3. Keying and Formatting from Rough-Draft Copy

4. Formatting from Stored Copy

5. Preparing Memoranda Forms Using Stored Guide Words

6. Keying and Formatting on Preprinted Paper Using Paper Alignment Techniques

Unit Objectives

Upon successful completion of this unit, students should be able to

1. Key and format interoffice memoranda from hardcopy
2. Key and format interoffice memoranda handwritten copy
3. Key and format interoffice memoranda rough-draft copy
4. Format interoffice memoranda from stored copy

5. Create, save and retrieve stored guide words (To, From, Date and Subject)
6. Key and format interoffice memoranda on preprinted forms

Evaluation of Unit

Expect students to prepare mailable documents (see Appendix D).

Teacher Resources for unit

Nenez, Annette and Adele Bulliard. "Teaching Decision Making Improves Students' Production Typewriting," Business Education Forum, May 1986, pp. 15-18.

Sternin, Bernard. "Basic Building Blocks for Preparing Documents," Words, April/May 1984, pp. 35-38.

SUGGESTED STUDENT ACTIVITIES

Activity Name: Preparing a Memorandum from Hard Copy J-1
Unit Objective 1

Suggested Use of Activity

Use this activity to introduce the format of a memorandum on plain paper.

Objectives of Activity

Upon successful completion of this activity, students should be able to key in a memo using proper format on plain paper.

Facilities or Materials Needed

Preparing a Memorandum from Hard Copy handout
Transparency of Preparing a Memorandum from Hard Copy handout

Description of Activity

Students are to key in the memorandum using the appropriate format and print a copy.

Suggested Length of Activity

Approximately 20 minutes

Suggestions for Teacher

Make a transparency of the handout Preparing a Memorandum from Hard Copy and point out parts of the memorandum and correct spacing and margins.

Suggestions for Evaluation

Observe students as they key the memorandum. Evaluate the hard copy indicating whether or not the memorandum was keyed in the proper form.

Name______________________________

ACTIVITY J-1: PREPARING A MEMORANDUM FROM HARD COPY

DIRECTIONS: Key the following and print.

TO: Robert Smithson, Assistant Office Personnel Supervisor

FROM: Steve Tate, Office Personnel Supervisor

DATE: September 19, 19--

SUBJECT: Office Procedures Meeting

Would you please announce to all your employees that I have scheduled a meeting concerning necessary agreements in office procedures for next Tuesday, September 25, at 3:30 p.m. We'll meet in Room 211.

It has come to my attention that many of the things we are doing regarding correspondence are not being coordinated; therefore, we must come to some convention on these.

The meeting should not take more than 45 minutes. All your staff is expected to attend and come prepared to ask questions, call for clarification on points which bother them regarding office procedures they frequently encounter, and take with them some of the established methods which they will be expected to follow subsequent to the meeting.

xx

Name of Activity: Preparing a Memorandum J-2
Unit Objective 1

Suggested Use of Activity

Use this activity to teach students how to prepare business memoranda.

Objective of Activity

Upon successful completion of this activity, students should be able to key in a memo using proper format on plain paper.

Facilities or Materials Needed

Preparing a Memoranda on Plain Paper handout

Description of Activity

Students are to key in the memorandum using the appropriate format and print a copy.

Suggested Length of Activity

Approximately 20 minutes

Suggestions for Evaluation

Evaluate for mailability. Observe students as they work to provide immediate feedback.

Name________________________

ACTIVITY J-2: PREPARING A MEMORANDUM ON PLAIN PAPER

DIRECTIONS: Key the following and print. Center ARMA MEMO.

ARMA MEMO

TO: Chapter Presidents

FROM: Marilyn Wilkins, Manager
Education Committee

DATE: (Current)

SUBJECT: Educational Activities

The ARMA Education Committee will be meeting in January. One topic for discussion will be what to do to help local chapters with educational activities and problems.

Please take a few minutes to share with us what your chapter is doing in terms of education. We will then share this information with other chapters.

Please list and briefly describe your chapter's educational activities--what you do to become involved in records management in the schools (high schools, community colleges or four-year universities) in your area. Scholarships? Speakers? Videos? Anything else?

If there is anything the Education Committee can do to help your chapter, please call or write me. We will try to be responsive to the chapters.

xx

Activity Name: Preparing a Memorandum from Handwritten Copy J-3
Unit Objective 2

Suggested Use of Activity

Use this activity to teach students how to prepare a memorandum from handwritten copy.

Objectives of Activity

Upon successful completion of this activity, students should be able to key a memorandum on plain paper from handwritten copy.

Facilities or Materials Needed

Preparing a Memorandum from Handwritten Copy handout
Transparency of printed hard copy of Preparing a Memorandum from Handwritten Copy
Overhead projector

Description of Activity

Students will key a memorandum from handwritten copy in proper form using plain paper.

Suggested Length of Activity

Approximately 20 minutes

Suggestions for Teacher

Explain to students the need for learning to key from handwritten copy. Mention to students they should insert their home town name where indicated.

Suggestions for Evaluation

Make a transparency of a correctly keyed and printed copy of the memorandum and show on overhead projector. Have students check their hard copy with the transparency and indicate any errors they made.

214

Name______________________

ACTIVITY J-3: PREPARING A MEMORANDUM FROM HANDWRITTEN COPY

DIRECTIONS: Key the following and print.

TO: Citizens of (Home Town)
FROM: George Wheeler, Supervisor
Water Works and Sewage Department
DATE. (Current)
SUBJECT: Water Consumption

Due to the lack of rain this summer, the city is requesting that all families reduce their water consumption by 20 percent. Ways of reducing water consumption include: watering only gardens and newly planted trees or shrubs, using water from wading pools to water plants or gardens, and taking shorter showers.

The city would appreciate everyone's help in reducing the amount of water consumed during the dry weather

xx

ACTIVITY J-3: PREPARING A MEMORANDUM FROM HANDWRITTEN COPY
(TEACHER'S COPY)

TO: Citizens of (Home Town)

FROM: George Wheeler, Supervisor
Water Works and Sewage Department

DATE: (Current Date)

SUBJECT: Water Consumption

Due to the lack of rain this summer, the city is requesting that all families reduce their water consumption by 20 percent. Ways of reducing water consumption include: watering only gardens and newly planted trees or shrubs, using water from wading pools to water plants or gardens, and taking shorter showers.

The city would appreciate everyone's help in reducing the amount of water consumed during the dry weather.

xx

Activity Name: Preparing a Memorandum from Handwritten Copy J-4
Unit Objective 2

Suggested Use of Activity

Use this activity to introduce students to preparing a memorandum from handwritten copy.

Objectives of Activity

Upon successful completion of this activity, students should be able to key a memorandum on plain paper from handwritten copy.

Facilities or Materials Needed

Preparing a Memorandum from Handwritten Copy handout

Description of Activity

Students will key a memorandum from handwritten copy in proper form using plain paper.

Suggested Length of Activity

Approximately 20 minutes

Suggestions for Teacher

Explain to students the need for learning to key from handwritten copy.

Suggestions for Evaluation

Evaluate the hard copy for proper form.

Name________________________

ACTIVITY J-4: PREPARING A MEMORANDUM FROM HANDWRITTEN COPY

DIRECTIONS: Key the following and print.

To: Pat Johnson and Jill Warren
From: John H. Rich, Chairperson
Date: (Current Date)
Subject: Meeting for Face Validity Personnel

Thank you for agreeing to be a member of the face validity group. Our next meeting will begin at 8:30 am., July 28, 19--, in the Redbird Room on the first floor level of the Bone Student Center. The materials for this meeting will be mailed within a few days.

Parking is available at the Bone Student Center. Please bring your parking ticket, and I will validate it for payment.

xx

ACTIVITY J-4: PREPARING A MEMORANDUM FROM HANDWRITTEN COPY (TEACHER'S COPY)

TO: Pat Johnson and Jill Warren

FROM: John H. Rich, Chairperson

DATE: (Current Date)

SUBJECT: Meeting for Face Validity Personnel

Thank you for agreeing to be a member of the face validity group. Our next meeting will begin at 8:30 a.m., July 28, 19--, in the Redbird Room on the first floor level of the Bone Student Center. The materials for this meeting will be mailed within a few days.

Parking is available at the Bone Student Center. Please bring your parking ticket, and I will validate it for payment.

xx

Activity Name: Preparing a Memorandum from Handwritten Copy J-5
Unit Objective 2

Suggested Use of Activity

Use this activity to reinforce preparation of a memorandum from handwritten copy and allow students the opportunity to compose a paragraph.

Objectives of Activity

Upon successful completion of this activity, students should be able to key a memorandum on plain paper from a handwritten copy.

Facilities or Materials Needed

Preparing a Memorandum from Handwritten Copy handout

Description of Activity

Students will key a memorandum from handwritten copy in proper form. Students will also need to compose a final paragraph.

Suggested Length of Activity

Approximately 20 minutes

Suggestions for Teacher

Explain to students the need for learning to key from handwritten copy. Give students some direction on how to compose the final paragraph, such as requesting employees to be industrious, friendly, courteous, etc.

Suggestions for Evaluation

Evaluate hard copy for mailability

Name____________________

ACTIVITY J-5: PREPARING A MEMORANDUM FROM HANDWRITTEN COPY

DIRECTIONS: Key the following and print.

To: Data Processing Employees
From: Karen Diez, Supervisor
Date: (Current Date)
Subject: Office Tour

One week from today (supply date), a group of students will be touring the Data Processing Department. Their teacher has expressed an interest in observing the operation of computer equipment and discussing with employees what background or education they have had.

(Write a paragraph to complete this memo.)

xx

ACTIVITY J-5: PREPARING A MEMORANDUM FROM HANDWRITTEN COPY (TEACHER'S COPY)

TO: Data Processing Employees

FROM: Karin Diez, Supervisor

DATE: (Current Date)

SUBJECT: Office Tour

One week from today, (supply date), a group of students will be touring the Data Processing Department. Their teacher has expressed an interest in observing the operation of computer equipment and discussing with employees what background or education they have had.

(Final paragraph will vary.)

xx

Activity Name: Preparing a Memorandum from Rough-Draft Copy J-6
Unit Objective 3

Suggested Use of Activity

Use this activity to teach students how to prepare a business memorandum from a rough-draft copy.

Objectives of Activity

Upon completion of this activity, students should be able to complete a memo making corrections as they key the material.

Facilities or Materials Needed

Preparing a Memorandum from Rough-Draft Copy handout
Proofreader's Marks handout from Activity G-4

Description of Activity

Students should review corrections on memorandum before keying in the document and then key in document using the appropriate format.

Suggested Length of Activity

Approximately 30 minutes

Suggestions for Teacher

Review proofreader's marks from handout.

Suggestions for Evaluation

Observe students as they work to provide immediate feedback. Check final document for corrections resulting from proofreader's marks.

Name______________________

ACTIVITY J-6: PREPARING A MEMORANDUM FROM ROUGH-DRAFT COPY

DIRECTIONS: Key the following memorandum with the indicated corrections and print a copy.

TO: Jose Martinez, Purchasing Agent

FROM: Josef Daniski, Project Manager

DATE: (Current)

SUBJECT: Requesting Materials

Recently , problems in requesting materials for project 212A have been brought to my attention. The importance of receiving materials as needed can not be minimized on this project.

For effective operation and to avoid cost overruns~~,~~ in project 212A, I am suggesting a review of requisition procedures for materials. I have tentatively set a meeting for Tuesday~~,~~ at 9:00 a.m. in the conference room on second floor.

Please respond if you are unable to attend this meeting.

xx

ACTIVITY J-6: PREPARING A MEMORANDUM FROM ROUGH-DRAFT COPY (TEACHER'S COPY)

TO: Jose Martinez, Purchasing Agent

FROM: Josef Daniski, Project 212A Manager

DATE: (Current)

SUBJECT: Requesting Materials

Recently, problems in requesting materials for project 212A have been brought to my attention. The importance of receiving materials as needed cannot be minimized on this project.

For effective operation and to avoid cost overruns in project 212A, I am suggesting a review of requisition procedures for materials. I have tentatively set a meeting for Tuesday at 9:00 a.m. in the conference room on second floor.

Please respond if you are unable to attend this meeting.

xx

Activity Name: Preparing a Memorandum from Rough-Draft Copy J-7
Unit Objective 3

Suggested Use of Activity

Use this activity to teach students how to prepare a business memorandum from rough-draft copy.

Objectives of Activity

Upon completion of this activity, students should be able to complete a memorandum making corrections as they key in the material.

Facilities or Materials Needed

Preparing a Memorandum from Rough-Draft Copy handout
Proofreader's Marks handout from Activity G-4

Description of Activity

Students should review corrections on memorandum before keying in document. After keying document, move the paragraph using appropriate techniques.

Suggested Length of Activity

Approximately 30 minutes

Suggestions for Teacher

1. Review proofreader's marks from handout
2. Review text movement (if applicable)

Suggestions for Evaluation

Observe students as they work to provide immediate feedback. Check final document.

Name ____________________

ACTIVITY J-7: PREPARING A MEMORANDUM FROM ROUGH-DRAFT COPY

DIRECTIONS: Key the following memorandum with the indicated corrections and print a copy.

School

TO: Editor, Johnsville ^ Newspaper

FROM: Ann L. Arcement, cheerleading sponsor

DATE: (current)

SUBJECT: Cheerleading Tryouts

In your next edition, please print the following:

lc

¶2. Johnsville High School will hold its Cheerleader tryouts on Saturday, February 20, 19--.

¶1. Students attending Johnsville High School and interested in trying out for cheerleading may pick up an information packet in the ~~main~~ office at the high school.

Any questions regarding the try outs may be directed to Ms. Arcement at 555-1759 between the hours of 7:30 a.m. and 5:30 p.m.

xx

Thank you for your help in this matter.

ACTIVITY J-7: PREPARING A MEMORANDUM FROM ROUGH-DRAFT COPY (TEACHER'S COPY)

TO: Editor, Johnsville School Newspaper

FROM: Ann L. Arcement, Cheerleading Sponsor

DATE: (current)

SUBJECT: Cheerleading Tryouts

In your next edition, please print the following:

> Students attending Johnsville High School and interested in trying out for cheerleading may pick up an information packet in the office at the high school.
>
> Johnsville High School will hold its cheerleader tryouts on Saturday, February 20, 19--.
>
> Any questions regarding the tryouts may be directed to Ms. Arcement at 555-1759 between the hours of 7:30 a.m. and 5:30 p.m.

Thank you for your help in this matter.

xx

Name of Activity: Using Stored Formats in Preparing Memoranda J-8
Unit Objectives 1 and 5

Suggested Use of Activity

Use this activity to reinforce use of macro for stored format and stop or merge codes for ease of data entry into a form.

Objectives of Activity

Upon successful completion of this activity, students should be able to use stored formats to prepare memoranda.

Facilities or Materials Needed

Using Stored Formats in Preparing Memoranda handout

Description of Activity

Students will prepare a stored format and refer to Using Stored Formats in Preparing Memoranda handout to prepare copies of the memoranda.

Suggested Length of Activity

A 50-minute class period

Suggestions for Teacher

Give specific instructions for using this feature, depending upon the equipment being used.

Suggestions for Evaluation

Observe students to make sure they are making efficient use of features being taught.

Name____________________

ACTIVITY J-8: USING STORED FORMATS IN PREPARING MEMORANDA

DIRECTIONS FOR PART I: Prepare and store the following format.

TO: (stop or merge code)

FROM: (stop or merge code)

DATE: (stop or merge code)

SUBJECT: (stop or merge code)

DIRECTIONS FOR PART II: Recall the stored memo format and prepare the following memos. Remember: Rename the document before saving to avoid losing previously stored format. Print the memos.

MEMO 1: To: Helene Perry From: Sue Monkman, ARMA President
Subject: Board Meeting

The Central Illinois Chapter of ARMA Board of Directors will meet at 4 PM on Wednesday, October 13, in the Ambassador Room of the Holiday Motel in Bloomington, Illinois.

The usual agenda items will be discussed. If you have any pressing business that should be on the agenda, please let me know as soon as possible.

xx

MEMO 2: To: Gene Rathbun From: Sue Monkman, ARMA President
Subject: Financial Report on Conference

I am enclosing several bills that must be paid prior to the October meeting. These are expenses I incurred as chair of the annual conference last summer. I believe these are the last outstanding bills for the conference.

Please have a final financial report of the conference ready for this meeting.

xx

Name of Activity: Storing and Retrieving Memos and Aligning Preprinted Memo Forms J-9
Unit Objectives 4, 5 and 6

Suggested Use of Activity

This activity should be used after students have learned to prepare memos on plain paper.

Objectives of Activity

Upon successful completion of this activity, students should be able to key, store and retrieve memo copy and prepare properly aligned memoranda on preprinted forms.

Facilities or Materials Needed

Preprinted memo forms or student prepared forms
Preparing Memos on Preprinted Forms handout

Description of Activity

1. Have students prepare memo forms to be used in this activity or have preprinted forms for students to use.
2. Have students key in the memo, store and prepare memos for the five names listed.
3. Demonstrate how to insert the form into the electronic typewriter/printer for alignment of data onto the form.

Suggested Length of Activity

One or two 50-minute class periods

Suggestions for Teacher

1. Have students prepare an interoffice memo form, using bold print for the heading setup.
2. Check the forms for acceptable format. Once the format is approved, have students print five copies.
3. Have students exchange typed forms with other students. If possible, have students trade with another student using a different printer, element, typewriter or memo format.
4. Assign the interoffice memo problem. If an electronic typewriter is used, students should practice proper paper alignment techniques. If a microcomputer is used, typing rulers should be used to determine margins and tab stops. Print head alignment should be discussed and practiced.
5. Depending upon the arrangement and number of printers in the classroom, have students work in pairs while printing this exercise. For example, Student A will initiate the print

commands of Student B's computer while Student B practices aligning the paper in the printer and vice versa.

Suggestions for Evaluation

Students should turn in the two most acceptable memoranda.

Name________________________

ACTIVITY J-9: PREPARING MEMOS ON PREPRINTED FORMS

DIRECTIONS FOR PART I: Prepare the following memo format and print five copies. Hand in to teacher.

CENTRAL ILLINOIS CHAPTER ARMA

TO:

FROM:

DATE:

SUBJECT:

DIRECTIONS FOR PART II: Key, store, retrieve and print the following memo to be sent to each of the five people listed below the memo.

FROM: Sue Monkman, Chapter President

SUBJECT: January Board Meeting

The January Board meeting will be held at 4 PM on Wednesday, January 23, in the Lincoln Room of the Ramada Inn in Springfield. The agenda will be as follows:

Secretary's Report
Treasurer's Report
President's Report
Vice President--Program
Budget and Finance--Budget
Membership--Update on recruiting campaign
Professional Development--Program for annual conference
Public Relations--Flyer project
Scholarship--Winner will be announced
Old Business
New Business
Adjournment

TO:

Mr. Marvin Farmer
Mr. Gerald Austif, CRM
Ms. Shari Swan
Ms. Linda McCoy
Mr. Bob Hill

UNIT K: OUTLINES

UNIT PLAN

General Comments

1. Follow textbook for guidelines used in preparing outlines. Put special emphasis on:
   a. major headings--all caps
   b. first-order subheadings--first letter of important words capitalized
   c. second-order subheadings--first letter of first word capitalized
2. Use the instructional manual to learn about special features related to outlining.
3. Set tabs appropriately before invoking automatic outlining.
4. Make adjustment for vertical spacing after titles (triple or quadruple) depending upon the capabilities of the equipment being used.
5. Teach the following special features:
   a. automatic indent
   b. automatic outline features
   c. temporary left margins
6. Topic captions: Outlines which are composed of topic captions are traditional in that they are most often used. However, topic captions are somewhat vague and so brief that they do not convey much, if any, information by themselves. An example of a topic caption is "Illinois Population." Not much information is obtained from this caption alone.
7. Talking captions: A second choice in outline construction is the use of talking captions. Talking captions seem to be gaining more popularity in recent years since they aid the reader in receiving the message conveyed more quickly. Simply by reading a talking caption, one can begin to understand the points to be made following the caption in the report that is developed upon the outline. An example of a talking caption is "Illinois Population Ranks Fifth Largest."
8. Purposes of Outlines: There are several advantages to outlining one's thoughts in advance of writing a term paper, report, manuscript, theme, etc. Not only does an outline allow the writer to organize thoughts into a workable sequence or pattern to be followed in writing a document, but an outline also allows the writer to easily construct a table of contents (if one is needed), the captions shown in an outline will often serve as the captions/headings within the term paper or report, and each outline caption at

any level below the first-degree division (that division following a Roman Numeral) may well serve as the basis for at least a paragraph of information in the report proper.

Topical Outline of Unit

OUTLINES

1. Preparing Outline
    a. Vertical spacing
    b. Horizontal spacing

2. Capitalizing Outline Divisions

3. Ordering Sections
    a. Alphabetic ordering
    b. Numeric ordering

4. Using Automatic Outlining Features

Unit Objectives

Upon successful completion of this unit, students should be able to

1. Key outlines with proper vertical and horizontal spacing of outline divisions
2. Key outlines with proper capitalization of outline sections
3. Key outlines with proper ordering of alphabetic and numeric divisions
4. Use all automatic features available on equipment

Suggested Evaluation of Unit

1. As students are producing outlines, observe that they are using automatic features properly.
2. Evaluate hard copy.
3. Expect students to prepare mailable documents (see Appendix D).

SUGGESTED STUDENT ACTIVITIES

Name of Activity: Keying Outlines K-1
Unit Objectives 1, 2, 3 and 4

Suggested Use of Activity

Use the activity when introducing automatic outlining features, if these features are available.

Objectives of Activity

Upon successful completion of this activity, students should be able to use automatic outlining features efficiently to format two-step outlines with proper vertical and horizontal spacing and appropriate capitalization.

Facilities or Materials Needed

Keying Outlines handout
Transparency of Keying Outlines

Description of Activity

Students will key in outlines using special outline features if available.

Suggested Length of Activity

Approximately 40 minutes

Suggestions for Teacher

Review vertical and horizontal placement using overhead transparency. Emphasize capitalization rules and alphabetic and numeric divisions. Give students instructions for invoking automatic outlining features, if available. If not available, review instructions for using tabs properly.

Suggestions for Evaluation

Evaluate based on formatting and capitalization guidelines. Observe students to see that they are following correct procedures in using automatic outlining.

Name________________________

ACTIVITY K-1: KEYING OUTLINES

DIRECTIONS: Key in the following outline using automatic outlining features. Be sure to set appropriate margins and tabs. Print document.

RECORDS AND INFORMATION MANAGEMENT CAREERS

QS

I. RECORDS AND INFORMATION MANAGER

DS

II. RECORDS AND INFORMATION ADMINISTRATOR

DS

- A. Senior Records and Information Analyst
- B. Records and Information Analyst

DS

III. MICROGRAPHICS SUPERVISOR

DS

- A. Micrographics Coordinator
- B. Micrographics Technician
- C. Senior Micrographics Clerk
- D. Micrographics Clerk

DS

IV. RECORDS AND INFORMATION SUPERVISOR

DS

- A. Records and Information Technician
- B. Senior Records and Information Clerk
- C. Records and Information Clerk

DS

V. RECORDS CENTER SUPERVISOR

DS

- A. Records Center Clerk
- B. Records Center Clerk Trainee

Name of Activity: Keying Outlines K-2
Unit Objectives 1, 2, 3 and 4

Suggested Use of Activity

Use the activity when introducing automatic outlining features, if these features are available.

Objectives of Activity

Upon successful completion of this activity, students should be able to use automatic outlining features efficiently to format three-step outlines with proper vertical and horizontal spacing and appropriate capitalization.

Facilities or Materials Needed

Keying Outlines handout
Transparency of Keying Outlines

Description of Activity

Students will key in outlines using special outline features if available.

Suggested Length of Activity

Approximately 40 minutes

Suggestions for Teacher

Review vertical and horizontal placement using overhead transparency. Emphasize capitalization rules and alphabetic and numeric divisions. Give students instructions for invoking automatic outlining features if available. If not available, review instructions for using tabs properly.

Suggestions for Evaluation

Evaluate based on formatting and capitalization guidelines. Observe students to see that they are following correct procedures in using automatic outlining.

Name__________________________

ACTIVITY K-2: KEYING OUTLINES

DIRECTIONS: Key in the following outline using automatic outlining features. Be sure to set appropriate margins and tabs. Print document.

MCDONALD'S CORPORATION: HISTORY AND GROWTH

I. INTRODUCTION

  A. Historical Background
  B. Statement of the Problem
  C. Definition of Terms
  D. Questions to be Answered
  E. Scope and Delimitations
  F. Need for the Study
  G. Methodology
  H. Presentation of the Findings

II. HISTORY AND BACKGROUND

  A. Beginnings and Changes of Corporation
  B. New Developments
  C. Expansion and Opportunities

III. MCDONALD'S AND THE PUBLIC

  A. Commitment
    1. Quality
    2. Service
    3. Cleanliness
  B. Dedication to the Public
  C. Social Responsibilities
    1. Chillicothe's Charity
    2. Ronald McDonald Houses

IV. FUTURE EXPECTATIONS

  A. Present Performance
  B. Advertisement Strategies
  C. Expansion
  D. Menu Modifications
  E. Other Changes

V. SUMMARY OF CONTENTS

Activity Name: Keying Outlines K-3
Unit Objectives 1, 2, 3 and 4

Suggested Use of Activity

Use this activity to reinforce outlining using automatic features.

Objectives of Activity

Upon successful completion of this activity, students should be able to use automatic features efficiently to format three-step outlines.

Facilities or Materials Needed

Keying Outlines handout

Description of Activity

Students will key in outlines using automatic features.

Suggested Length of Activity

Approximately 30 minutes

Suggestions for Teacher

Review alphabetic and numeric division along with placement and capitalization rules.

Suggestions for Evaluation

Evaluate for mailability. Observe students to see that they are following correct procedures for using automatic outlining.

Name______________________

ACTIVITY K-3: KEYING OUTLINES

DIRECTIONS: Key in the following outline using automatic outlining features. Be sure to set appropriate margins and tabs. Print document.

HOSTILE VERSUS FRIENDLY TAKEOVERS: THE PROCEDURES, EFFECTS AND REGULATION OF TENDER OFFERS

I. INTRODUCTION TO THE PROBLEM

    A. Background
    B. Statement of the Problem
    C. Definition of Terms
    D. Questions to be Answered
    E. Scope and Delimitations
    F. Significance of the Study
    G. Procedure
    H. Presentation of Findings

II. CHARACTERISTICS OF VULNERABILITY IN REGARD TO TAKEOVERS

    A. Price/Earnings Ratio
    B. Lower Earnings Than Competition
    C. Surplus Liquid Assets
    D. Concentrated Share Ownership

III. EFFECTS OF TAKEOVERS

    A. Effects on Employees
    B. Effects on Company
    C. Effects on Consumers

IV. AVOIDING TAKEOVERS

    A. Pre-active Tactics
        1. Increase Stock Shares
        2. Staggering the Board
        3. Golden Parachutes
    B. Post-active Tactics
        1. Green Mail
        2. Poison Pills

V. ADVANTAGES AND DISADVANTAGES OF TAKEOVERS

Activity Name: Keying Outlines K-4
Unit Objectives 1, 2, 3 and 4

Suggested Use of Activity

Use this activity to reinforce outlining using automatic features with arranged copy.

Objectives of Activity

Upon successful completion of this activity, students should be able to use automatic features efficiently to format four-step outlines.

Facilities or Materials Needed

Keying Outlines handout

Description of Activity

Students will key in outlines using automatic features.

Suggested Length of Activity

Approximately 30 minutes

Suggestions for Teacher

Review alphabetic and numeric division along with placement and capitalization rules.

Suggestions for Evaluation

Evaluate for mailability. Observe students to see that they are following correct procedures for using automatic outlining.

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Name____________________________

ACTIVITY K-4: KEYING OUTLINES

DIRECTIONS: Key in the following outline using automatic outlining features. Be sure to use appropriate margins and tabs. Print document.

DUTIES OF A SECRETARY

I. KEYBOARDING

    A. Key from Longhand or Edited Rough-Draft Copy
        1. Letters
            a. one-page
            b. two-page
        2. Memos
            a. blank paper
            b. preprinted memo form
        3. Tables
            a. two-column
            b. three-or-more column
            c. ruled
            d. unruled
        4. Manuscripts
            a. unbound
            b. left-bound
            c. top-bound
    B. Key Information on Cards
        1. Postal cards
        2. Index cards
        3. File cards or address-finder cards

II. COORDINATING AND PERFORMING ACTIVITIES FOR EMPLOYER

    A. Make Travel Arrangements
        1. Schedule train or plane trip
        2. Prepare travel forms
            a. advance payment forms
            b. reimbursement forms
        3. Schedule hotel/motel arrangements
        4. Schedule meetings in locations other than home office
    B. Maintain Appointment Book
        1. Schedule and reschedule meetings
        2. Prepare a daily schedule of appointments

Activity Name: Keying Outlines from Unarranged Copy K-5
Unit Objectives 1, 2, 3 and 4

Suggested Use of Activity

Use this activity to reinforce outlining using automatic features with unarranged copy

Objectives of Activity

Upon successful completion of this activity, students should be able to use automatic features efficiently to format two-step outlines from unarranged copy.

Facilities or Materials Needed

Keying Outlines from Unarranged Copy handout

Description of Activity

Students will key in outlines from unarranged copy using automatic features.

Suggested Length of Activity

Approximately 30 minutes

Suggestions for Teacher

This material could be used as a test.

Suggestions for Evaluation

Evaluate for mailability.

Name____________________

ACTIVITY K-5: KEYING OUTLINES FROM UNARRANGED COPY

DIRECTIONS: Key the following unarranged outline using automatic outlining features. Be sure to follow appropriate capitalization and spacing rules. Set appropriate margins and tabs for a two-step outline. Print document.

future business leaders of america
meeting agenda
october 1, 19--
I.call to order
II.roll call
III.approval of last meeting's minutes
IV.officer's reports
V.committee reports
A.leadership development
B.halloween party
VI.unfinished business
A.purchase of membership pins
B.speaker for initiation ceremony
VII.new business
A.state leadership conference
B.recognition breakfast
VIII.program
IX.announcements
X.adjournment

ACTIVITY K-5: KEYING OUTLINES FROM UNARRANGED COPY
(TEACHER'S COPY)

FUTURE BUSINESS LEADERS OF AMERICA

Meeting Agenda (or in all caps)

October 1, 19-- (or in all caps)

I. CALL TO ORDER

II. ROLL CALL

III. APPROVAL OF LAST MEETING'S MINUTES

IV. OFFICER'S REPORTS

V. COMMITTEE REPORTS

    A. Leadership Development
    B. Halloween Party

VI. UNFINISHED BUSINESS

    A. Purchase of Membership Pins
    B. Speaker for Initiation Ceremony

VII. NEW BUSINESS

    A. State Leadership Conference
    B. Recognition Breakfast

VIII. PROGRAM

IX. ANNOUNCEMENTS

X. ADJOURNMENT

Activity Name: Keying Outlines From Unarranged Copy K-6
Unit Objectives 1, 2, 3 and 4

Suggested Use of Activity

Use this activity to reinforce outlining using automatic features from unarranged copy.

Objectives of Activity

Upon successful completion of this activity, students should be able to use automatic features efficiently to format three-step outlines from unarranged copy.

Facilities or Materials Needed

Keying Outlines from Unarranged Copy handout

Description of Activity

Students will key in outlines from unarranged copy using automatic features.

Suggested Length of Activity

Approximately 40 minutes

Suggestions for Teacher

This material could be used as a test.

Suggestions for Evaluation

Evaluate for mailability.

Name______________________

ACTIVITY K-6: KEYING OUTLINES FROM UNARRANGED COPY

DIRECTIONS: Key the following unarranged outline using automatic outlining features. Be sure to follow appropriate capitalization and spacing rules. Set appropriate margins and tabs for a three-step outline. Rearrange the major numeric divisions where required. Print document.

an analysis of illinois power company's financial position
I.orientation
A.background
B.statement of the problem
C.definition of terms
D.questions to be answered
E.scope and delimitation
F.significance of the study
G.procedure
H.presentation of the findings
V.conclusions
III.illinois power company's income
a.electric and gas revenues
b.clinton nuclear power station construction
c.financing clinton and company programs
d.future plans
II.financial position
a.government regulation
b.income
c.working capital
IV.investment analysis
a.price-earnings ratio
b.current yield
c.marketability
d.services or products
e.past growth
f.ratio analysis
1.liquidity ratios
2.leverage ratios
3.activity ratios
4.profitability-efficiency ratios

ACTIVITY K-6: KEYING OUTLINES FROM UNARRANGED COPY
(TEACHER'S COPY)

AN ANALYSIS OF ILLINOIS POWER COMPANY'S FINANCIAL POSITION

I. ORIENTATION

    A. Background
    B. Statement of the Problem
    C. Definition of Terms
    D. Questions to be Answered
    E. Scope and Delimitation
    F. Significance of the Study
    G. Procedure
    H. Presentation of the Findings

II. FINANCIAL POSITION

    A. Government Regulation
    B. Income
    C. Working Capital

III. ILLINOIS POWER COMPANY'S INCOME

    A. Electric and Gas Revenues
    B. Clinton Nuclear Power Station Construction
    C. Financing Clinton and Company Programs
    D. Future Plans

IV. INVESTMENT ANALYSIS

    A. Price-Earnings Ratio
    B. Current Yield
    C. Marketability
    D. Services or Products
    E. Past Growth
    F. Ratio Analysis
        1. Liquidity ratios
        2. Leverage ratios
        3. Activity ratios
        4. Profitability-efficiency ratios

V. CONCLUSIONS

UNIT L: MANUSCRIPTS AND REPORTS

UNIT PLAN

General Comments

1. Follow formatting guidelines provided in the typewriting/ keyboarding textbook.
2. If the textbook used does not include APA or MLA style reference citations, use additional style manuals to teach one of those styles (see Teacher Resources for Unit).
3. Coordinate manuscript styles with the English Department so students do not become confused with differing styles.
4. Make adjustments for vertical spacing after titles (triple or quadruple) depending upon the capabilities of the equipment being used.
5. When using microcomputers, advise students to save a document every 15 to 20 minutes to decrease the possibility of data loss.
6. For faster retrieval, separate file names should be established for title page, table of contents, body of manuscript, bibliography, endnotes and appendices.
7. Teach the following special features:
   a. outdent or reverse tab feature
   b. global editing throughout text
   c. headers or footers and automatic page numbering
   d. automatic underlining for side headings
   e. superscripts for footnotes (substitute APA or MLA style if superscripts are not available on software)
   f. changed defaults for top and bottom margins or force the page to prevent widows and orphans
   g. spell check/grammar check
   h. automatic return
   i. automatic hyphenation
   j. automatic centering
   k. changed line spacing to adapt to need for single, double and triple spacing

Topical Outline of Unit

MANUSCRIPTS AND REPORTS

1. Keying and Formatting One-Page Unbound Report

2. Keying and Formatting Two-Page Left-Bound Report

3. Keying and Formatting Long Report in APA (American Psychological Association) or MLA (Modern Language Association) Style

Unit Objectives

Upon successful completion of this unit, students should be able to

1. Key manuscripts and reports from edited, unedited, typed, handwritten and stored copy, using proper formatting techniques
2. Format footnotes and/or reference citations in text using APA or MLA style
3. Differentiate among types and uses of manuscript formats
4. Reformat an unbound manuscript to a left-bound manuscript without rekeying
5. Key manuscript emphasizing three levels of headings

Evaluation of Unit

1. Observe students to make sure they are using special features of the software or electronic typewriter.
2. Expect students to prepare mailable documents (see Appendix D).

Teacher Resources for Unit

American Psychological Association Publication Manual, 3rd ed. Washington, D.C.: American Psychological Association, 1983.

Clippinger, Dorinda A. "Document Formats: Are They Computer Compatible?" Balance Sheet, May/June, 1986, pp. 7-10

Gibaldi, Joseph, Ed. MLA Handbook for Writers of Research Papers, 2nd ed. New York: Modern Language Association of America, 1984.

Nenez, Annette and Adele Bulliard. "Teaching Decision Making Improves Students' Production Typewriting," Business Education Forum, May 1986, pp. 15-18.

SUGGESTED STUDENT ACTIVITIES

Name of Activity: One-Page Unbound Report L-1
Unit Objective 1

Suggested Use of Activity

Use this activity when teaching reports.

Objectives of Activity

Upon successful completion of this activity, students should be able to prepare a one-page report using correct format.

Facilities or Materials Needed

One-Page Unbound Report handout

Description of Activity

Students will key in an one-page unbound report using proper format. Save for use in Activity L-3.

Suggested Length of Activity

A 50-minute class period

Suggestions for Teacher

Be sure students understand the default margins of the word processing software and/or the electronic typewriter when figuring margin settings.

Suggestions for Evaluation

Evaluate for mailability with emphasis on margins.

Name______________________

ACTIVITY L-1: ONE-PAGE UNBOUND REPORT

DIRECTIONS: Key in the following report. Use word wraparound and automatic hyphenation. Prepare using standard unbound report format. Use the spell checker if available. Adjust line spacing for a triple space after the title and double space the text. Save and print document.

TOOLS THAT ASSIST IN SAVING TIME

In today's automated office, office workers continue to search for more and better ways to save time. Saving time is very important since office productivity does not appear to be increasing significantly--even with computers being used in more and more offices.

Of course, computers are the foremost tools that save time. Computers should be used to perform those tasks which are routine, repetitive and require large amounts of time. Software applications frequently found in offices include spreadsheets, word processing, graphics and communications. Other packages appearing on the market, such as desktop publishing, are also available.

Another tool that saves time is the dictation machine. Using a dictation machine rather than dictating to secretaries will save approximately 20 percent of the cost of originating a letter.

Activity Name: One-Page Unbound Report with Reference L-2
Unit Objectives 1 and 2

Suggested Use of Activity

Use this activity when teaching reports with text citations and a reference page.

Objectives of Activity

Upon successful completion of the activity, students should be able to prepare a one-page report using correct format.

Facilities or Materials Needed

One-Page Unbound Report with Reference handout

Description of Activity

Students will key in a one-page unbound report using proper format. The report contains text citations. The reference page should be keyed on a separate page.

Suggested Length of Activity

A 50-minute class period

Suggestions for Teacher

Be sure students understand the default margins of the word processing software and/or the electronic typewriter when figuring margin settings. Note the use of text citations. Draw attention to the reference page for correct spacing. The teacher may wish to make a transparency of a correctly keyed reference page and display on the overhead projector.

Suggestions for Evaluation

Evaluate for mailability.

Name______________________

ACTIVITY L-2: ONE-PAGE UNBOUND REPORT WITH REFERENCE

DIRECTIONS: Key the following report in standard unbound format. Save and print document.

DRESS AND GROOMING REGULATIONS
IN SELECTED RESTAURANTS

Today, restaurants are found almost everywhere--quiet streets, busy highways, bowling alleys, amusement parks, hotels, motels and shopping centers. The United States has more than 400,000 restaurants serving a total of 130 million meals daily (Bunch, 1986, p. 3). Restaurant sales reached 168 billion dollars in 1985. About one-third of all meals are now eaten away from home, compared to one-fourth in 1960 (p. 3). As a result, food service is classified as a major retail industry.

In the past, the homemaker had the responsibility of maintaining the purity, cleanliness and atmosphere of the food being served to the family. Today, because more food is being eaten away from home, this responsibility is now being shared with the millions of restaurant owners and managers throughout this country. Not only is it critical that these owners and managers follow the established laws and health codes set by governing bodies, but they must also initiate their own policies and procedures that will ensure delivery of safe food in a pleasant atmosphere to their clients.

Name______________________

ACTIVITY L-2: ONE-PAGE UNBOUND REPORT WITH REFERENCE (Continued)

Reference

Bunch, K. (1986, February). U.S. food consumption on rise. National Food Review, 29(1), 3.

Name of Activity: Two-Page Left-Bound Report L-3
Unit Objectives 1 and 4

Suggested Use of Activity

Use this activity when teaching left-bound reports.

Objectives of Activity

Upon successful completion of this activity, students should be able to prepare a two-page left-bound report.

Facilities or Materials Needed

Disk containing One-Page Unbound Report from Activity L-1
Two-Page Left-Bound Report handout

Description of Activity

Students will add to the One-Page Unbound Report prepared in Activity L-1 to make a two-page left-bound report.

Suggested Length of Activity

A 50-minute class period

Suggestions for Teacher

Have students retrieve One-Page Unbound Report report from Activity L-1 and add the paragraphs to make a two-page report. Give students instructions for using page numbering or headers/footers to add page numbers to the bottom of the report.

Suggestions for Evaluation

Evaluate for mailability. Observe students to make sure they understand how to number pages efficiently.

Name____________________

ACTIVITY L-3: TWO-PAGE LEFT-BOUND REPORT

DIRECTIONS:
1. Add the following text to the One-Page Unbound Report keyed in Activity L-1 to make a two-page report.
2. Use automatic numbering or header/footers to number the pages at the bottom.
3. Change the margins so the entire report can be bound on the left side.
4. Print manuscript as an unbound manuscript.

Automatic stuffing and folding machines can be used in offices that send out a vast number of letters. A study should be conducted by each office to determine whether or not the number of letters sent justifies the purchase of such machines.

Today's photocopiers come equipped with many timesaving features, such as automatic collating and/or automatic stapling. Large photocopiers may have up to 40 bins in which to collate pages. Photocopiers also are programmable, saving time by not requiring handwritten logs recording which departments make copies and how many copies each department makes. This is important since many companies give each department an allotment of a set number of copies. Other companies charge departments for the number of copies made.

Office personnel should continually be on the lookout for more and better ways to save time. Saving time will save the company money in the long run.

Activity Name: Long Report with Three Levels of Headings L-4
Unit Objectives 1, 2 and 5

Suggested Use of Activity

This activity should be used when teaching reports with three levels of headings.

Objectives of Activity

Upon successful completion of this activity, students should be able to prepare a long report with three levels of headings.

Facilities or Materials Needed

Long Report with Three Levels of Headings handout
Transparencies of Long Report with Three Levels of Headings

Description of Activity

Students will prepare a long report emphasizing the use of three levels of headings. The teacher may assign this activity in any style.

Suggested Length of Activity

Two 50-minute class periods

Suggestions for Teacher

Make transparencies of the Long Report with Three Levels of Headings handout. Explain how the three levels of headings are keyed and what the correct spacing around the headings should be.

Suggestions for Evaluation

Evaluate on basis of mailability. Observe students to make sure they number pages efficiently.

Name______________________

ACTIVITY L-4: LONG REPORT WITH THREE LEVELS OF HEADINGS

DIRECTIONS: Prepare the following report in appropriate format.

CHAPTER I: ADVANTAGES AND DISADVANTAGES OF TAKEOVERS

Advantages

When analyzing corporate takeovers, both friendly and hostile, it becomes obvious that there are advantages associated with them. Because friendly and hostile takeovers deal basically with the same concept, the advantages discussed in this section will apply to both types of takeovers. There are two main advantages of takeovers that will be presented in this section.

Pure Economic Function. The nature of corporate takeovers lies, generally, within the scope of the business society. When people talk about a free enterprise, they are incorporating into this the idea that people who work hard should be allowed to obtain those benefits associated with their hard work. The concept of takeovers is a good example of this idea. When businesspeople or corporations work hard enough to enable them to buy other companies, it is just a natural part of the business cycle; therefore, as a whole, takeovers are natural economic processes which benefit society.

Increase Management Efficiency. Both takeovers and the fear of takeovers have led to more efficient management in corporations.

Name______________________

ACTIVITY L-4: LONG REPORT WITH THREE LEVELS OF HEADINGS (Continued)

Because of the nature of takeovers, managers will usually become more concerned with all aspects of the company for which they work. Managers will attempt to utilize company assets to the best of their abilities in hopes of becoming more efficient. By being as efficient as possible, managers feel that their company can maintain good market positioning; therefore, they are able to better defend against takeover attempts. With this increase in management efficiency, companies should be able to increase profits while better serving customers and employees (MacNeal/Lehrer, Television Broadcast, November 1987).

Disadvantages

Now that the main advantages have been discussed, the focus will turn to possible disadvantages. Three major disadvantages have been used in arguments against both hostile and friendly takeovers, and they will be presented in this section. It should be noted that these disadvantages do not reflect the views of the authors. The reasons for presenting these possible disadvantages is to enable the reader to better understand the issues regarding corporate takeovers.

Less Productivity. It has been noted by some business analysts that takeovers cause less productivity in corporations. A takeover of a company will usually cause a decline in the amount of resources

Name____________________

ACTIVITY L-4: LONG REPORT WITH THREE LEVELS OF HEADINGS (Continued)

directed to research and development. This reduction in the research and development budget will then lead to a reduction in the number of new products, as well as reduce new techniques in producing existing products. Some analysts then conclude that a reduction in productivity will occur at the company in question.

There have been two premises given for why takeovers will cause a reduction in a company's research and development budget and ultimately lead to less productivity. First, takeovers cause managers to take a short-term view of sacrificing long-term investments, such as research and development. The other argument is that takeovers force managers to spend more resources on maintaining and defending corporate stock prices. This area of stock prices leads into the next disadvantage that is connected to takeovers.

Unrealistic Stock Prices. Due to takeovers and the fear of takeovers, a manager will begin to focus his/her attention on corporate stock prices. This will cause an increase in corporate stock prices. These stock prices will become unrealistically high.

The high stock prices will occur because the manager will begin to pull assets away from other stockholders like employees and suppliers. There will also be a shift of money out of equity. There will, therefore, be a decrease in the number of outstanding shares of

Name____________________

ACTIVITY L-4: LONG REPORT WITH THREE LEVELS OF HEADINGS (Continued)

stocks. This will cause higher stock prices for the remaining outstanding shares of stocks.

These unrealistically high stock prices are a disadvantage of the effect they have on society. When companies' stock prices are overpriced due to takeovers, businesses forget the real purpose of issuing stocks. The main purpose is to supply companies with investment funds in order for the business to grow; however, unrealistic stock prices focus on simply rearranging the sectors of society.

Tax Problem. Lately, there has been a large debate over the current tax codes. Under the current tax codes, corporations can deduct from their taxes the interest paid on money borrowed to finance any project--including takeovers. This is seen by some as a disadvantage of takeovers.

Some business people argue that corporations should not be given a tax deduction on interest accrued on debt finances used to acquire other firms. The basic argument for not giving this tax incentive to corporate takeovers is that if takeovers are efficient, they would happen without this tax advantage. Furthermore, this tax advantage only encourages takeovers which, some believe, are the cause of the problems of less productivity and unrealistic stock prices.

Name of Activity: Long Report in APA Format L-5
Unit Objective 2

Suggested Use of Activity

Use when teaching long reports, APA style, title page and bibliography.

Objective of Activity

Upon successful completion of this activity, the students should be able to key a long report which includes a title page and references using APA style.

Facilities or Materials Needed

Long Report in APA Style handout

Description of Activity

Students will prepare report using APA style. If APA style is not used in the school, the teacher may assign this activity in another specified style.

Suggested Length of Activity

Two to three 50-minute class periods

Suggestions for Teacher

Explain APA style to students. Have them key in report using APA style. Have an APA style manual available for students to use for reference.

The APA style manual does not suggest using a Table of Contents for reports. If another style manual is used, teacher may instruct students to prepare a Table of Contents from the headings and subheadings in the report.

Suggestions for Evaluation

Evaluate on basis of mailability.

Name________________________

ACTIVITY L-5: LONG REPORT IN APA STYLE

DIRECTIONS: Prepare the following report in appropriate format, using the information provided here.

TITLE OF REPORT: INTERNATIONAL BUSINESS COMMUNICATION

TITLE PAGE:

Prepare as though you have written the report and will be turning it in for one of your classes.

BODY OF REPORT:

Introduction

Forty thousand or more business people from the United States and Canada now live and work overseas. Many more are employed by the 35,000 North American businesses involved in exporting. In addition, about 2,000,000 people work in the United States and Canada for foreign employers. Whether one plans to or not, the odds are good that at some time in one's career one will be involved in international business (Bovee and Thill, 1986).

An individual's involvement could range from a simple three-day business trip to an extended assignment in a foreign country. "The people encountered might be affluent, highly educated individuals with extensive experience in international business; or they might be poor, minimally educated, and unaccustomed to dealing with foreigners" (Price, 1985, p. 86).

Individuals who can handle international business assignments effectively will have opportunities for advancement that others may be denied and also will have opportunities for adventure, travel, and cross-cultural friendships.

Difficulties of International Business Communication

The more differences there are between the people who are communicating, the more difficult it is to communicate effectively. The major problems in international business communication are "language barriers, cultural differences, and ethnocentric reactions" (Finch, 1986, pp. 306-307).

Name____________________________

ACTIVITY L-5: LONG REPORT IN APA STYLE
(Continued)

Language Barriers

Problems may be manageable when dealing with people who use English as a second language, and some 650 million people fall into this category. Some are extremely fluent, but others have only an elementary command of English (Haggerty, 1986).

Barriers to Written Communication

A great percentage of business letters to other countries are written in English, and "about 59 percent of the foreign letters received usually are written in English" (Kilpatrick, 1984, p. 36). However, letters written in Spanish or French are not unusual. Other languages are more rare in international business correspondence.

Barriers to Oral Communication

Oral communication usually presents more problems than written communication. In addition to pronouncing sounds differently, people from different countries use their voices in different ways--a fact that often leads to misunderstanding.

"The Russians, for example, speak in flat, level tones in their native tongue. When they speak English, they maintain this pattern, and we may assume that they are bored or rude. Middle Easterners tend to speak louder than Westerners and may, therefore, mistakenly be considered more emotional. On the other hand, the Japanese are soft-spoken--a characteristic that implies politeness or humility to Westerners" (Wold, 1982, p. 6).

Idiomatic expressions. Idiomatic expressions are another source of confusion. If you tell a foreigner that a certain product "doesn't cut the mustard," chances are that you will fail to communicate. Even when words make sense, their meanings may differ according to the situation. For example, a businessperson dining with a German businessperson (who spoke English quite well) asked, "More bread?" The German replied, "Thank you," so the American passed the bread. The German looked confused but took the bread basket and set it down. In German, "thank you" (danke) is used as a polite refusal. If the businessperson had wanted any bread, the word "please" (bitte) would have been used (Westamacott, 1981).

Name_______________________

ACTIVITY L-5: LONG REPORT IN APA STYLE
(Continued)

Cultural Differences

Misunderstandings are especially likely to occur when the people who are communicating have different backgrounds. A computer salesperson calling on a client in China brought along a gift to break the ice--an expensive grandfather clock. The Chinese client was deeply offended because clocks are a symbol of bad luck in China, and expensive presents are a source of great embarrassment (Reardon, 1984).

Religion and Values

The predominant influence in our culture is the Puritan ethic. We tend to assume that material comfort is a sign of superiority, and we believe that money solves many problems. As a culture, we are goal oriented. We want to get the work done in the most efficient manner, and we assume that everyone else does, too. But in countries like India and Pakistan, where unemployment is extremely high, creating jobs is more important than getting the work done efficiently.

Roles and Status

North Americans send "status signals" that reflect materialistic values--corner offices, plush carpets, expensive desks, etc., for the big bosses.

In other countries, status is communicated in other ways. For example, the highest-ranking executives in France sit in the middle of an open area, surrounded by lower-level employees. In the Middle East, fine possessions are reserved for the home, and business is conducted in cramped and modest quarters. An American who assumes that these office arrangements indicate a lack of status is making a big mistake (Withers, 1986).

REFERENCES:

American Psychological Association. (1983). Publication manual of the American Psychological Association (3rd ed.). Washington, DC.

Bovee, C. L. and Thill, J. V. 1986. Business communication today. New York: Random House.

Finch, R. D. 1986. International communication. Boston: Bittburg Press.

Name___________________________

ACTIVITY L-5: LONG REPORT IN APA STYLE
(Continued)

Haggerty, M. 1986. *Aspects of international business*. Denver: Jonesboro Press.

Kilpatrick, R. H. (1984, Fall). International business communication practices. *Journal of Business Communication*, *21*, 36.

Price, R. 1985. *World business*. St. Mary Mead: Christie Press.

Reardon, K. K. (1984, September/October). It's the thought that counts. *Harvard Business Review*, 141.

Westamacott, Mary. (1981, June). Countries separated by a common language. *World News Magazine*, *42*, 15.

Withers, M. (1986, August). Don't trip over someone else's status. *Journal of International Relations*, *16*, 90.

Wold, L. (1982, November). Tonal differences in languages. *Journal of Languages*, *23*, 6.

ACTIVITY L-5: LONG REPORT IN APA STYLE
(TEACHER'S COPY)

International Business Communication

Lou Ann Waskom

Eastern Illinois University

Running Head: INTERNATIONAL BUSINESS COMMUNICATION

ACTIVITY L-5: LONG REPORT IN APA STYLE
(TEACHER'S COPY)
(Continued)

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ACTIVITY L-5: LONG REPORT IN APA STYLE
(TEACHER'S COPY)
(Continued)

International Business Communication

3

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ACTIVITY L-5: LONG REPORT IN APA STYLE
(TEACHER'S COPY)
(Continued)

International Business Communication

4

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> The Russians, for example, speak in flat, level tones in their native tongue. When they speak English, they maintain this pattern, and we may assume that they are bored or rude. Middle Easterners tend to speak louder than Westerners and may, therefore, mistakenly be considered more emotional. On the other hand, the Japanese are soft-spoken--a characteristic that implies politeness or humility to Westerners (Wold, 1982, p. 6).

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ACTIVITY L-5: LONG REPORT IN APA STYLE
(TEACHER'S COPY)
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ACTIVITY L-5: LONG REPORT IN APA STYLE
(TEACHER'S COPY)
(Continued)

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ACTIVITY L-5: LONG REPORT IN APA STYLE
(TEACHER'S COPY)
(Continued)

International Business Communication

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American Psychological Association. (1983). *Publication manual of the American Psychological Association* (3rd ed.). Washington, DC.

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Westamacott, Mary. (1981, June). Countries separated by a common language. *World News Magazine*, *42*, 15.

Withers, M. (1986, August). Don't trip over someone else's status. *Journal of International Relations*, *16*, 90.

Wold, L. (1982, November). Tonal differences in languages. *Journal of Languages*, *23*, 6.

UNIT M: COLUMNAR TABLES

UNIT PLAN

General Comments

1. The emphasis of this unit is the preparation of two-, and three- and four-column tables using automatic table/columns features. Use formatting guidelines provided in the textbook.
2. Inform students that tables can be created from a data base or spreadsheet software.
3. To ensure that students understand the concept of tables, teach the mathematical method of vertical centering. In addition, teach the backspace-from-center method of horizontal centering prior to teaching automatic set-up.
4. Make adjustments for vertical spacing after headings (triple or quadruple) depending upon the capabilities of the equipment being used.
5. Note that commas usually are omitted in numbers when using microcomputers.
6. Some software and/or typewriters may require striking a key when automatically placing tables and columns, while others require keying in the longest word in each column. Some software and typewriters may allow a printout of a set-up line showing tab settings, margin settings, secondary margin settings, bell setting, pitch and element.
7. Set video display width and line length so table columns do not wrap around.
8. Column layout on some electronic typewriters allows for automatic centering of tables.
9. Check the instruction manual for the procedure for reformatting and/or editing tables. This may require the isolating of columns, resetting of tabs or rekeying of information.
10. When keying tables having special features such as underline, superscript, etc., first type the table and then insert the special commands. On some word processing packages, the special commands move the text to the right on the screen and students have a tendency to misalign columns.
11. Teach the following special features:
    a. columnar layout or automatic table format for margins and tabs
    b. decimal tabulation to automatically align decimals
    c. automatic punctuation of numbers with commas or spaces
    d. automatic centering over columns (center over a point)
    e. automatic centering of headings
    f. automatic underlining
    g. bold printing option

Topical Outline of Unit

COLUMNAR TABLES

1. Computing Vertical Centering
2. Computing Tab Positions Mathematically
3. Setting Tabs for Columns Manually or Automatically
4. Using Columnar Layout When Available to Center Horizontally
5. Using Decimal Tabs and Left- or Right-Justified Columns
6. Reformatting
7. Editing

Unit Objectives

Upon successful completion of this unit, students should be able to

1. Vertically and horizontally center tables
2. Use columnar layout to set margins and tabs when available
3. Use decimal tabs and left- or right-justified columns
4. Use automatic centering for column headings
5. Reformat and edit tables

Suggested Evaluation of Unit

Expect students to prepare mailable documents (see Appendix D).

Teacher Resources for Unit

Clippinger, Dorinda A. "Document Formats: Are they Computer Compatible?" Balance Sheet, May/June 1986, pp. 7-10.

Nenez, Annette and Adele Bulliard. "Teaching Decision Making Improves Students' Production Typewriting," Business Education Forum, May 1986, pp. 15-18.

SUGGESTED STUDENT ACTIVITIES

Name of Activity: Simple Table M-1
Unit Objective 1

Suggested Use of Activity

Use when introducing tables.

Objectives of Activity

Upon successful completion of this activity, students should be able to figure spacing for tables and key in simple tables that are vertically centered.

Facilities or Materials Needed

Simple Table handout

Description of Activity

Use the mathematical method to set tabs for a simple two-column table.

Suggested Length of Activity

Approximately 10 minutes

Suggestions for Teacher

Substitute names of teachers in your school. Teach students mathematical method so they understand the concepts of arranging tables. Be sure students set right margin properly so text does not wraparound.

Suggestions for Evaluation

Evaluate by checking margins and centering.

Name________________________

ACTIVITY M-1: SIMPLE TABLE

DIRECTIONS: Key the following table, centering it on a full sheet of paper. Double space. Print the document.

CENTRAL HIGH SCHOOL
STUDENT ORGANIZATIONS AND ADVISORS

FBLA	Miss Hamilton
FHA	Mrs. Bellott
FFA	Mr. Yung
Student Council	Mr. Jackson

ACTIVITY M-1: SIMPLE TABLE
(TEACHER'S COPY)

CENTRAL HIGH SCHOOL
STUDENT ORGANIZATIONS AND ADVISORS

FBLA	Miss Hamilton
FHA	Mrs. Bellott
FFA	Mr. Yung
Student Council	Mr. Jackson

Name of Activity: Three-Column Table M-2
Unit Objectives 1, 2 and 3

Suggested Use of Activity

Use when teaching column layout. Use to teach automatic table layout.

Objectives of Activity

Upon successful completion of this activity, students should be able to layout and key a three-column table using automatic table features.

Facilities or Materials Needed

Three-Column Table handout

Description of Activity

Students will use automatic table layout features to produce a three-column table.

Suggested Length of Activity

Approximately 10 minutes

Suggestions for Teacher

Instruct students on the specific method for using automatic table layout and have them complete the following drill. Save for use in Activity M-3.

Suggestions for Evaluation

Evaluate by checking table spacing. Observe students to make sure they follow proper sequence of steps in automatic table layout.

Name____________________________

ACTIVITY M-2: THREE-COLUMN TABLE

DIRECTIONS:
1. Key in the following table.
2. Center on a full sheet of paper with double spacing.
3. Use automatic table layout features to prepare this table.
4. Save and print the document.

CENTRAL HIGH SCHOOL
STUDENT ORGANIZATIONS
ADVISORS AND MEETING DAYS

FBLA	Miss Hamilton	Tuesday
FHA	Mrs. Bellott	Monday
FFA	Mr. Yung	Thursday
Student Council	Mr. Jackson	Wednesday

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ACTIVITY M-2: THREE-COLUMN TABLE
(TEACHER'S COPY)

CENTRAL HIGH SCHOOL
STUDENT ORGANIZATIONS
ADVISORS AND MEETING DAYS

FBLA	Miss Hamilton	Tuesday
FHA	Mrs. Bellott	Monday
FFA	Mr. Yung	Thursday
Student Council	Mr. Jackson	Wednesday

Name of Activity: Reformatting Table M-3
Unit Objectives 1, 2, 3 and 5

Suggested Use of Activity

Use to teach reformatting after adding a column

Objectives of Activity

Upon successful completion of this activity, students should be able to reformat tables and add columns to stored tables.

Facilities or Materials Needed

Reformatting Table handout
Three-Column Table saved from Activity M-2

Description of Activity

Students will retrieve the Three-Column Table from Activity M-2 and reformat to add a column to the table. Students will need to change margins and tabs.

Suggested Length of Activity

Approximately 10 minutes

Suggestions for Teacher

Instruct students on procedures for reformatting a table.

Suggestions for Evaluation

Evaluate on basis of mailability. Observe students to see that they are following procedures.

Name________________________

ACTIVITY M-3: REFORMATTING TABLE

DIRECTIONS: Retrieve the table from Activity M-2. Reformat the table to add a column showing the time of meetings. Center on a full sheet of paper. Double space.

Column to be added: 4 P.M.
8 A.M.
4 P.M.
3 P.M.

ACTIVITY M-3: REFORMATTING TABLE
(TEACHER'S COPY)

CENTRAL HIGH SCHOOL
STUDENT ORGANIZATIONS
ADVISORS AND MEETING DAYS

FBLA	Miss Hamilton	Tuesday	4 P.M.
FHA	Mrs. Bellott	Monday	8 A.M.
FFA	Mr. Yung	Thursday	4 P.M.
Student Council	Mr. Jackson	Wednesday	3 P.M.

Name of Activity: Table with Decimal Tab M-4
Unit Objectives 3 and 4

Suggested Use of Activity

Use to teach use of decimal tab feature.

Objectives of Activity

Upon successful completion of this activity, students should be able to prepare tables containing decimal figures which align at the decimal.

Facilities or Materials Needed

Table with Decimal Tab handout

Description of Activity

Students will prepare a table containing decimal figures using decimal tab feature.

Suggested Length of Activity

A 50-minute class period

Suggestions for Teacher

Explain procedures for setting decimal tab. Have students complete drill.

Suggestions for Evaluation

Evaluate on basis of mailability. Pay particular attention to students using tab and decimal tab features as they are keying the document.

Name________________________

ACTIVITY M-4: TABLE WITH DECIMAL TAB

DIRECTIONS:
1. Key in the following document.
2. Use the decimal tab feature to align the figures.
3. Center the headings over the columns.
4. Double space
5. Print the document

ILLINOIS MUNICIPAL BONDS

Title of Issue	Rate	Amount	Value
Chicago Housing FHA Insured Mortgage	9.875	17,395	21,099
Revenue Bonds Series 1983B	10.625	22,500	63,840
Illinois Power Project Series 1986A	7.625	25,000	10,282
General Obligations Bonds	7.125	1,000	1,419
TOTAL		65,895	96,640

ACTIVITY M-4: TABLE WITH DECIMAL TAB
(TEACHER'S COPY)

ILLINOIS MUNICIPAL BONDS

Title of Issue	Rate	Amount	Value
Chicago Housing FHA Insured Mortgage	9.875	17,395	21,099
Revenue Bonds Series 1983B	10.625	22,500	63,840
Illinois Power Project Series 1986A	7.625	25,000	10,282
General Obligations Bonds	7.125	1,000	1,419
TOTAL		65,895	96,640

Activity Name: Three-Column Table M-5
Unit Objectives 1, 2 and 4

Suggested Use of Activity

This activity teaches column layout, automatic table layout, secondary heading and centering of column headings.

Objectives of Activity

Upon completion of this activity, students should be able to layout and key in a three-column table with a secondary heading and columnar headings

Facilities or Materials Needed

Three-Column Table handout

Description of Activity

Students will set up and key the table using automatic table layout features where applicable.

Suggested Length of Activity

Approximately 40 minutes

Suggestions for Teacher

Review vertical spacing for main heading, secondary heading and columnar headings. Instruct students on proper centering of columnar headings.

Suggestions for Evaluation

Check the table for horizontal and vertical spacing. Observe students for proper sequence of steps in automatic table layout.

Name____________________________

ACTIVITY M-5: THREE-COLUMN TABLE

DIRECTIONS:
1. Center on a full sheet of paper.
2. Double space the data and leave six spaces between columns.
3. Use appropriate spacing after main heading and column headings.

BEANFIELD BASKETBALL TEAM

19-- Season

Name	Year	Height
Tom Abdallah	Senior	6'0"
Jeff Badorek	Junior	6'2"
Steve Bernardi	Junior	5'7"
Manuel Cedillo	Senior	5'11"
Rex Juhler	Senior	5'10"
Kevin Mulvaney	Senior	5'9"
Joe Mychaniak	Senior	6'1"
Robert Myers	Junior	6'0"
Keith Nelson	Junior	6'0"
Larry Pulio	Junior	5'8"
Jim Quisenbery	Junior	5'10"
Michael Robinson	Senior	6'4"

ACTIVITY M-5: THREE-COLUMN TABLE
(TEACHER'S COPY)

BEANFIELD BASKETBALL TEAM

19-- Season

Name	Year	Height
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Jim Quisenbery	Junior	5'10"
Michael Robinson	Senior	6'4"

Activity Name: Three-Column Table with Decimal Tab M-6
Unit Objectives 3 and 4

Suggested Use of Activity

Use this activity to teach the decimal tab feature.

Objectives of Activity

Upon successful completion of this activity, students should be able to prepare tables containing decimal figures which align at the decimal.

Facilities or Materials Needed

Three-Column Table with Decimal Tab handout

Description of Activity

Students will prepare a three-column table containing decimal figures using the decimal tab feature.

Suggested Length of Activity

A 50-minute class period

Suggestions for Teacher

Explain procedure for setting decimal tabs before students complete the activity. Have students save activity for later use.

Suggestions for Evaluation

Check the table for alignment. Also, check the students' tabs and the use of decimal tab features as they are keying the table.

Name______________________

ACTIVITY M-6: THREE-COLUMN TABLE WITH DECIMAL TAB

DIRECTIONS: From the following payroll information, set up a table centered vertically and horizontally on a full sheet of paper. Decide upon a proper main heading and columnar headings. Double space data. Save for use in Activity M-7.

Gerald Abernathy	40	5.00
Che Y. Cheng	35	5.00
Michelle Diaz	42	6.25
Sue Gonzales	36	8.45
Jane Huang	42	6.75
Thomas Jackson	32	4.75
David Martinez	40	8.50
Robert Meyer	44	8.65
Marion Neill	40	7.00
David Paulsen	30	8.95
William Rosenthal	40	4.95
Jane Roznowski	38	6.50
Angela Salazar	40	9.50
Lisa Suarez	40	5.50
Gabe Vallosi	42	3.65

ACTIVITY M-6: THREE-COLUMN TABLE WITH DECIMAL TAB
(TEACHER'S COPY)

WEEKLY PAYROLL

Name	Hours	Rate
Gerald Abernathy	40	5.00
Che Y. Cheng	35	5.00
Michelle Diaz	42	6.25
Sue Gonzales	36	8.45
Jane Huang	42	6.75
Thomas Jackson	32	4.75
David Martinez	40	8.50
Robert Meyer	44	8.65
Marion Neill	40	7.00
David Paulsen	30	8.95
William Rosenthal	40	4.95
Jane Roznowski	38	6.50
Angela Salazar	40	9.50
Lisa Suarez	40	5.50
Gabe Vallosi	42	3.65

Activity Name: Reformatting a Table M-7
Unit Objectives 1, 2, 3 and 5

Suggested Use of Activity

Use this activity to teach reformatting tables after adding a column.

Objectives of Activity

Upon successful completion of this activity, students should be able to add a column to a stored table and reformat the table.

Facilities or Materials Needed

Three-Column Table with Decimal Tab from Activity M-6

Description of Activity

Students are to retrieve the stored table from Activity M-6 and add a column to show the total wages for each employee. Students will then need to change margins and tabs.

Suggested Length of Activity

Approximately 30 minutes

Suggestions for Teacher

Review the procedures for reformatting tables. Instruct students to perform calculations of total wages prior to keying in columnar data.

Suggestions for Evaluation

Check table for alignment and correctness of data. Observe students as they are working to see that they are following procedures.

Name________________________

ACTIVITY M-7: REFORMATTING A TABLE

DIRECTIONS:
1. Retrieve the table from Activity M-6.
2. Calculate total wages for each employee by multiplying hours worked times rate per hour.
3. Add an appropriate column heading for the total wage for each employee.
4. Reformat the table and print a hard copy

Name	Hours	Rate
Gerald Abernathy	40	5.00
Che Y. Cheng	35	5.00
Michelle Diaz	42	6.25
Sue Gonzales	36	8.45
Jane Huang	42	6.75
Thomas Jackson	32	4.75
David Martinez	40	8.50
Robert Meyer	44	8.65
Marion Neill	40	7.00
David Paulsen	30	8.95
William Rosenthal	40	4.95
Jane Roznowski	38	6.50
Angela Salazar	40	9.50
Lisa Suarez	40	5.50
Gabe Vallosi	42	3.65

ACTIVITY M-7: REFORMATTING A TABLE
(TEACHER'S COPY)

WEEKLY PAYROLL

Name	Hours	Rate	Total Wages
Gerald Abernathy	40	5.00	200.00
Che Y. Cheng	35	5.00	175.00
Michelle Diaz	42	6.25	262.50
Sue Gonzales	36	8.45	304.20
Jane Huang	42	6.75	283.50
Thomas Jackson	32	4.75	152.00
David Martinez	40	8.50	340.00
Robert Meyer	44	8.65	380.60
Marion Neill	40	7.00	280.00
David Paulsen	30	8.95	268.50
William Rosenthal	40	4.95	198.00
Jane Roznowski	38	6.50	247.00
Angela Salazar	40	9.50	380.00
Lisa Suarez	40	5.50	220.00
Gabe Vallosi	42	3.65	153.30

UNIT N: CAREER-DECISION ACTIVITIES

UNIT PLAN

General Comments

1. The emphasis of this unit is on self-evaluation, career exploration, application forms, resumes and letters of application. Follow the formatting guidelines provided in the textbook.
2. Employment application forms usually require the use of variable line spacing; therefore, electronic typewriters can be used but microcomputers cannot.
3. Many employers require handwritten employment application forms to be completed at time of interview.
4. Teach the following special features if available
   a. boldface to emphasize areas of the resume
   b. spell check
   c. automatic centering
   d. temporary left margin for tabbed material

Topical Outline of Unit

CAREER-DECISION ACTIVITIES

1. Evaluating Personal Strengths and Weaknesses
2. Exploring Career Opportunities
3. Keying and Formatting a Resume
4. Keying and Formatting a Letter of Application
5. Keying and Formatting an Employment Application Form
6. Keying and Formatting a Follow-up Letter, Letter of Acceptance and Letter of Rejection

Unit Objectives

Upon completion of this unit, students should be able to

1. Describe their personal traits and characteristics
2. Use the Occupational Outlook Handbook and Dictionary of Occupational Titles
3. Collect data required to prepare a resume
4. Key a resume using proper formatting
5. Key a letter of application using proper formatting
6. Key an employment application form using proper technique
7. Key a follow-up letter, letter of acceptance and letter of rejection using proper formatting

Evaluation of Unit

Evaluate students on their overall performance on all job search materials.

Teacher Resources for Unit

Books on job search.

Manuals for hardware and software.

Sample employment application forms from local businesses and industries and/or employment agencies.

Sample personal data sheets from a guidance counselor and other local professionals.

Beinhorn, Courtenay. "The Right Way to Interview," *Savvy*, December 1985, pp. 18-20.

Bilyea, Joyce. "Communicating to Get a Job," *The Balance Sheet*, March/April 1986, pp. 19-21.

Brinkerhoff, David W. and Abbott P Smith. "Write a resume, Not an Obiturary," *Training*, July 1986, pp. 37-39.

Dunn, Charissa A. "Actions Speak Louder Than Words in Job Interview," *Business Education Forum*, November 1985, pp. 15, 18.

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SUGGESTED STUDENT ACTIVITIES

Activity Name: Personality Characteristics Assessment N-1
Unit Objective 1

Suggested Use of Activity

This is the initial activity in the assessment of career potential

Objectives of Activity

Upon completion of this activity, students should have a better understanding of their strong personality characteristics.

Facilities or Materials Needed

Personality Characteristics Assessment handouts
Pen/pencil
Typewriter/microcomputer
Dictionary (optional)

Description of Activity

1. This activity is designed to permit students to identify personality strengths.
2. Explain the purpose and importance of taking a "personality inventory".
3. Complete the worksheet.

Suggested Length of Activity

Two 50-minute class periods

Suggestions for Teacher

Students may need assistance with locating definitions in dictionary or teacher may decide to explain definitions.

Suggestions for Evaluation

Evaluate essay for typographical and grammatical accuracy.

Name____________________________

ACTIVITY N-1: PERSONALITY CHARACTERISTICS ASSESSMENT
SELF ASSESSMENT

DIRECTIONS: From the list, circle any word that you feel describes your personality. List any other words in the spaces provided.

able
accurate
aggressive
alert
ambiguous
average
aware
believable
bold
brave
bright
businesslike
calm
capable
careful
careless
cautious
cheerful
clever
confident

cooperative
courageous
courteous
creative
daring
dependable
determined
devoted
diehard
dishonest
disloyal
eager
easygoing
enthusiastic
exact
fair
foolish
friendly
graceful
hard-working

honest
honorable
humble
humorous
inactive
informed
jumpy
kind
lazy
obedient
open-minded
organized
plain
positive
prideful
reasonable
reliable
shy
sly
smart

spirited
stable
strong
stubborn
talented
tender
trustworthy
unaware
uneducated
warm
wasteful
Other:
____
____
____
____
____
____
____
____

Name____________________________

ACTIVITY N-1: PERSONALITY CHARACTERISTICS ASSESSMENT
PEER ASSESSMENT

DIRECTIONS: Give this list of words to a friend and have him/her circle any word that describes your personality. Have him/her list any other words not listed. Then compare your list with your friend's list. See how many circled words are the same and note those that are different.

able
accurate
aggressive
alert
ambiguous
average
aware
believable
bold
brave
bright
businesslike
calm
capable
careful
careless
cautious
cheerful
clever
confident

cooperative
courageous
courteous
creative
daring
dependable
determined
devoted
diehard
dishonest
disloyal
eager
easygoing
enthusiastic
exact
fair
foolish
friendly
graceful
hard-working

honest
honorable
humble
humorous
inactive
informed
jumpy
kind
lazy
obedient
open-minded
organized
plain
positive
prideful
reasonable
reliable
shy
sly
smart

spirited
stable
strong
stubborn
talented
tender
trustworthy
unaware
uneducated
warm
wasteful
Other:
____
____
____
____
____
____
____
____

Name_________________________

ACTIVITY N-1: PERSONALITY CHARACTERISTICS ASSESSMENT SUMMARY

DIRECTIONS: Key the words that both you and your friend picked. Of these words, circle at least ten words which you feel are your strongest characteristics.

1. ____________________ 11. ____________________

2. ____________________ 12. ____________________

3. ____________________ 13. ____________________

4. ____________________ 14. ____________________

5. ____________________ 15. ____________________

6. ____________________ 16. ____________________

7. ____________________ 17. ____________________

8. ____________________ 18. ____________________

9. ____________________ 19. ____________________

10. ____________________ 20. ____________________

Name__________________________

ACTIVITY N-1: PERSONALITY CHARACTERISTICS ASSESSMENT ESSAY

DIRECTIONS: Using your ten strongest characteristics identified on the previous page, key a short essay describing yourself. Begin the essay with the words "I am" and provide reasons supporting your choices. You may want to write the essay first and then key your essay on this form.

Activity Name: Self-Evaluation of Current Attitudes and Habits N-2
Unit Objective 1

Suggested Use of Activity

This is an initial activity in the assessment of career potential.

Objectives of Activity

Upon completion of this activity, students should have a better understanding of their current attitudes and habits and how they impact future work attitudes and habits.

Facilities or Materials Needed

Self-Evaluation of Current Attitudes and Habits handout
Typewriter or pen/pencil

Description of Activity

1. Complete the worksheet.
2. Discuss implications of student responses.

Suggested Length of Activity

Approximately 10 minutes

Name____________________________

ACTIVITY N-2: SELF-EVALUATION OF CURRENT ATTITUDES AND HABITS

DIRECTIONS: Key an X or place a check mark in the column that most accurately describes each question.

		NEVER	SOMETIMES	ALWAYS
1.	Do you have good school attendance?			
2.	Do you have good class attendance?			
3.	Do you come to class on time?			
4.	Do you get your homework done on time?			
5.	Do you do extra credit assignments?			
6.	Are you courteous to your teachers?			
7.	Are you courteous to your peers?			
8.	Do you get along well with others?			
9.	Do you demonstrate maturity?			
10.	Do you have a neat, clean appearance?			
11.	Is your work neat?			
12.	Is your work station neat?			
13.	Are you willing to follow instructions?			
14.	Are you willing to help others?			
15.	Do you do things without being told?			
16.	Do you organize your time well?			
17.	Are you a leader?			
18.	Are you a follower?			
19.	Do you follow instructions correctly?			
20.	Are you loyal to your school?			
21.	Are you honest?			
22.	Are you polite?			
23.	Do you seek self-improvement?			
24.	Are you realistic?			
25.	Are you able to make your own decisions?			
26.	Do you think through and solve your daily problems logically?			
27.	Are you creative in your decision-making and problem-solving process?			
28.	Do you think about the consequences of your actions before you act upon them?			
29.	Do you respect the opinions of others?			
30.	Are you open to suggestions?			

Activity Name: Gathering Information About Yourself N-3
Unit Objective 1

Suggested Use of Activity

This is an initial out-of-class activity in the assessment of career potential.

Objectives of Activity

Upon completion of this activity, students will have an improved understanding of themselves and their abilities as they relate to their career choice.

Facilities or Materials Needed

Gathering Information About Yourself handout
Typewriter/microcomputer
Paper

Description of Activity

1. This activity is designed to allow students to identify personal traits, likes and dislikes in evaluating job preferences and characteristics.
2. Discuss questions and provide examples for clarification.
3. Students will take worksheet home to think about answers.
4. Next class period students will type answers to questions in report form.

Suggested Length of Activity

Approximately 70 minutes

Suggestions for Teacher

Completed reports may be given to career guidance counselor to place in students' files.

Students may research possible job titles to match their personal traits and characteristics.

Suggestions for Evaluation

Evaluate reports for typographical and grammatical accuracy.

Name____________________________

ACTIVITY N-3: GATHERING INFORMATION ABOUT YOURSELF

DIRECTIONS: Think through the following questions. Tomorrow you will type your responses on a separate sheet of paper in report form.

1. What are your personality traits and interests?
2. What are your skills and talents?
3. What do you value and hold important about work?
4. Are you outgoing or shy?
5. Do you prefer working alone or with others?
6. Do you prefer a set routine and regular hours, or do you work best on your own schedule?
7. Is financial security or job satisfaction more important?
8. Are you willing to move to find a particular job?
9. Do you do equally well in all your subjects?
10. Do you prefer physical or mental work?
11. What are your hobbies?
12. Do you want to work in a big city or a small town?
13. Do you want to work indoors or outdoors?
14. Do you prefer to work with things (motors, textiles, test tubes, etc.), people, or facts and ideas?
15. What extracurricular activities do you enjoy the most?
16. Other important information about yourself (optional).

Activity Name: Career-Related Topics Questionnaire N-4
Unit Objectives 1 and 2

Suggested Use of Activity

This activity is designed to enhance student awareness of the world of work and career-related questions.

Objectives of Activity

Upon completion of this activity, students should have an improved understanding of selected career-related topics.

Facilities or Materials Needed

Career-Related Topics Questionnaire
Typewriter/microcomputer

Description of Activity

1. Complete the questionnaire in rough-draft form.
2. Key the data in report form.
3. Discuss the implication of student responses.

Suggested Length of Activity

Two 50-minute class periods

Suggestions for Evaluation

Evaluate final copy for typographical and grammatical accuracy.

Name____________________________

ACTIVITY N-4: CAREER-RELATED TOPICS QUESTIONNAIRE

DIRECTIONS: This is to be taken home and discussed with parent/guardian. Make a rough-draft copy of your answers to the following questions. Type a final copy in report form in class next period.

1. Why do people work?

2. How do you decide/choose an occupation?

3. What does a personal reference mean?

4. How do I know if I am seriously interested in a job?

5. What obligations does the worker have to the employer?

Name____________________________

ACTIVITY N-4: CAREER-RELATED TOPICS QUESTIONNAIRE
(Continued)

6. How do I find out about job opportunities?

7. What are the steps involved in finding/searching for a job?

8. How may the attitudes and habits I have now influence job performance in the future?

9. How often might I change careers? Why?

10. Is it important to like my job?

Activity Name: Career Information Letter of Request N-5
Unit Objective 2

Suggested Use of Activity

This activity is designed to introduce students to a means of collecting career information.

Objectives of Activity

Upon completion of this activity, students should be able to prepare a letter requesting career information. If responses are received, students should also gain a better understanding of career opportunities.

Facilities or Materials Needed

Sample Letter handout
Typewriter/microcomputer
Envelopes
Telephone directory

Description of Activity

1. Students are to select a firm (no duplicate firms).
2. Students are to type the sample letter incorporating the necessary information.
3. Students are to prepare the envelope for mailing.

Suggested Length of Activity

A 50-minute class period

Suggestions for Teacher

Coordinate selection of firms to avoid duplicate requests. Collect the information from students as they receive responses. Allow two weeks to receive responses before class discussion.

Suggestions for Evaluation

Evaluate letters for mailability. Unacceptable letters will need to be retyped until mailable.

Name____________________

ACTIVITY N-5: SAMPLE LETTER FOR STUDENTS REQUESTING CAREER INFORMATION FROM A LOCAL BUSINESS

Your street address
Your City, State ZIP
(Current Date)

Personnel Director
Name of Business
Street Address
City, State ZIP

Ladies and Gentlemen:

I am a student at ______(name of your school)_______ and want to learn more about _______(name of business)______. I would appreciate receiving any information you have available on career opportunities at ______(name of business)_______.

Thank you for your time.

Sincerely yours,

(Your signature)

(Your typed name)

Activity Name: Using the Occupational Outlook Handbook N-6
Unit Objective 2

Suggested Use of Activity

This activity will allow the student to use the Occupational Outlook Handbook as a source of occupational information.

Objectives of Activity

Student should be able to locate an occupational listing in the Occupational Outlook Handbook and complete the attached worksheet.

Facilities or Materials Needed

Using the Occupational Outlook Handbook handout
Occupational Outlook Handbook
Pen/pencil and paper
Typewriter/microcomputer

Description of Activity

1. Identify occupational choice and locate in Occupational Outlook Handbook
2. Collect data to complete the worksheet.
3. Using the headings provided on the worksheet, key the information in report form.

Suggested Length of Activity

Three 50-minute class periods

Suggestions for Teacher

May be completed on a rotational basis subject to availability of resource.

Suggestions for Evaluation

Evaluate report for content and format.

Name________________________

ACTIVITY N-6: USING THE OCCUPATIONAL OUTLOOK HANDBOOK

DIRECTIONS: The Occupational Outlook Handbook contains information for many occupational titles and employment trends. Locate the following information for your occupational choice and enter the information in the spaces below.

Occupation____

Nature of work______________________________________

Working conditions__________________________________

Training, other qualifications and advancement________________

Job outlook____

Earnings____

Related Occupations__________________________________

Sources of additional information________________________

Activity Name: Using the Dictionary of Occupational Titles N-7
Unit Objective 2

Suggested Use of Activity

This activity will allow the student to use the Dictionary of Occupational Titles as a source of occupational information.

Objectives of Activity

Students should be able to locate specific occupations and related information utilizing the Dictionary of Occupational Titles.

Facilities or Materials Needed

Using the Dictionary of Occupational Titles handout
Dictionary of Occupational Titles
Pen/pencil and paper
Typewriter/microcomputer

Description of Activity

1. Describe the significance of the Dictionary of Occupational Titles
2. Explain how to use the Dictionary of Occupational Titles. including occupational grouping, alphabetical index and industry designation.
3. Complete the worksheet.

Suggested Length of Activity

Two 50-minute class periods.

Suggestions for Teacher

May be completed on a rotational basis subject to availability of resource or to be completed as an out-of-class activity.

Suggestions for Evaluation

Evaluate the worksheet for typographical and grammatical accuracy.

Name ____________________________

ACTIVITY N-7: USING THE DICTIONARY OF OCCUPATIONAL TITLES

1. Given a classification number, locate the corresponding job titles.

   196.263-010 ______________________________

   160.167-010 ______________________________

   201.362-030 ______________________________

   421.161-010 ______________________________

   555.685-062 ______________________________

2. Given a job title, locate the corresponding classification number.

   actuary ______________________________

   clerk-typist______________________________

   tune-up mechanic ___________________________

   pipe-organ installer ________________________

   actor ______________________________

3. Given a list of the nine categories of occupations, list four occupations that are classified in each category.

   (0/1) Professional, technical, managerial occupations

   a.

   b.

   c.

   d.

Name____________________________

ACTIVITY N-7: USING THE DICTIONARY OF OCCUPATIONAL TITLES (Continued)

(2) Clerical and sales occupations

a.

b.

c.

d.

(3) Service occupations

a.

b.

c.

d.

(4) Agriculture, fishery, forestry and related occupations

a.

b.

c.

d.

320

Name________________________

ACTIVITY N-7: USING THE DICTIONARY OF OCCUPATIONAL TITLES (Continued)

(5) Processing occupations

a.

b.

c.

d.

(6) Machine trades occupations

a.

b.

c.

d.

(7) Benchwork occupations

a.

b.

c.

d.

Name____________________________

ACTIVITY N-7: USING THE DICTIONARY OF OCCUPATIONAL TITLES (Continued)

(8) Structural work occupations

a.

b.

c.

d.

(9) Miscellaneous occupations

a.

b.

c.

d.

4. Give a description of the following occupational categories according to the Dictionary of Occupational Titles.

   a. Professional, technical and managerial occupations

   b. Clerical and sales occupations

Name____________________________

ACTIVITY N-7: USING THE DICTIONARY OF OCCUPATIONAL TITLES (Continued)

c. Service occupations

d. Agricultural, fishery, forestry and related occupations

e. Processing occupations

f. Machine trades occupations

g. Benchwork occupations

h. Structural work occupations

i. Miscellaneous occupations

Name____________________________

ACTIVITY N-7: USING THE DICTIONARY OF OCCUPATIONAL TITLES (Continued)

5. Using the Dictionary of Occupational Titles, research four different occupations that interest you and type the description of each occupation.

   a.

   b.

   c.

   d.

ACTIVITY N-7: USING THE DICTIONARY OF OCCUPATIONAL TITLES
(TEACHER'S COPY)

1. Given a classification number, locate the corresponding job titles.

196.263-010	airplane pilot
160.167-010	accountant
201.362-030	secretary
421.161-010	farmer
555.685-062	soap grinder

2. Given a job title, locate the corresponding classification number.

actuary	020.167-101
clerk-typist	203.362-010
tune-up mechanic	620.281-066
pipe-organ installer	730.381-046
actor	150.047-010

Activity Name: Preparing Job Search Packages N-8
Unit Objective 3

Suggested Use of Activity

1. This activity should be used following a thorough discussion of the importance of preparing job search materials.
2. This activity should be used following an introduction to preparing job search materials.

Objectives of Activity

Upon completion of this activity, students should be able to assemble pertinent personal, educational and work-related information.

Facilities or Materials Needed

Basic Information handout
Typewriter
4 x 6 cards

Description of Activity

1. Assist students in recognizing importance of this activity as it relates to the total job search process.
2. Require students to key or print neatly on the 4 x 6 cards the personal, educational and work-related information.

Suggested Length of Activity

A 50-minute class period

Suggestions for Teacher

Explain to students that this is basic information that is always needed when applying for any job. The completed cards should be kept and the information updated from time to time. The cards can be carried on their person when going to apply for a job.

Suggestions for Evaluation

The teacher should check for completeness of information (a 9th or 10th grader will not have as many activities or as much work experience as the older students).

Name________________________

ACTIVITY N-8: BASIC INFORMATION

Card 1:

Name________________________Social Security Number____________

Address________________________________Phone__________(AC)____

Date of Birth____________Place of Birth____________U.S. Citizen___

References (the first three individuals will be asked to complete a reference form)

Name of Person	Address	City, State ZIP	Phone Number

EXTRA CLASS ACTIVITIES WHILE IN SCHOOL

Honors and Awards____

Hobbies____

Other Interests____

Card 2 (or reverse side of card 1):

EDUCATIONAL PREPARATION

Name and location of schools	Years attended	Subjects studied

EMPLOYMENT RECORD

EMPLOYER LOCATION	FROM TO	TYPE OF WORK

Activity Name: Preparing Job Search Packages N-9
Unit Objective 4

Suggested Use of Activity

1. This activity should be used following a thorough discussion of the importance of preparing job search materials.
2. This activity should be used following an introduction to preparing job search materials.

Objectives of Activity

Upon completion of this activity, students should be able to properly prepare a resume.

Facilities or Materials Needed

Sample Resume handout
Additional problems from the textbook may be used
Typewriter/microcomputer

Description of Activity

1. Assist students in recognizing the importance of this activity.
2. Require students to neatly format a resume substituting their own information.

Suggested Length of Activity

A 50-minute class period

Suggestions for Teacher

Emphasize the following points: (a) a resume should be one page in length; (b) a resume must be neat, attractive, and error free; (c) volunteer work experience is important; and (d) be honest about the information that is included.

Referring to the cards completed in Activity N-8 will help students complete their resume.

Suggestions for Evaluation

Check for completeness and mailability.

Name____________________

ACTIVITY N-9: SAMPLE RESUME

Jennifer L. Smith
510 Main Street
Seneca, IL 61360
(815) 357-5319

PERSONAL INFORMATION:

Age: 16
Date of Birth: May 11, 1972
Health: Excellent

EDUCATION:

Sophomore - Seneca Township High School
Grade Point Average - 3.5 (4.0)

WORK EXPERIENCE:

June 1986 to present - Babysit for various friends, neighbors and family members.
September 1983 to May 1986 - Had my own paper route.

EXTRA-CURRICULAR ACTIVITIES:

Manager, Girls' basketball team, 1987-88 season
Softball team, 1988 season
Future Homemakers of America

REFERENCES:

Mr. Harlan Cotter, Superintendent, Seneca Township High School, 307 E. Scott Street, Seneca, IL 61360 (815) 357-8761.
Mrs. Judy Brucker, Business Education Teacher, Seneca Township High School, 307 E. Scott Street, Seneca, IL 61360 (815) 357-8761.
Mrs. Jane Cummings, 512 Main Street, Seneca, IL 61360 (815) 357-6441.

Activity Name: Preparing Job Search Packages N-10
Unit Objective 5

Suggested Use of Activity

1. This activity should be used following a thorough discussion of the importance of preparing job search materials.
2. This activity should be used following an introduction to preparing job search materials.

Objectives of Activity

Upon completion of this activity, the students should be able to compose and properly format a letter of application.

Facilities or Materials Needed

Sample Letter of Application handout
Additional problems from the textbook may be used
Typewriter/microcomputer

Description of Activity

1. Assist students in recognizing the importance of this activity.
2. Require students to compose and neatly format a letter of application substituting their own information.

Suggested Length of Activity

A 50-minute class period

Suggestions for Teacher

The teacher might assign a job for which all students should apply, or students may be given the option of choosing the job for which they wish to apply. Students should be reminded that the letter should be free of grammatical, punctuation, spelling and typographical errors. The letter should contain three paragraphs. The first paragraph should state the position applied for and how you learned about the opening. The second paragraph should state your qualifications. In the final paragraph, request an interview.

Suggestions for Evaluation

Check for completeness and mailability.

Name____________________

ACTIVITY N-10: SAMPLE LETTER OF APPLICATION

510 Main Street
Seneca, IL 61360
(Current Date)

Mr. Rodney Engstrom, Manager
Ray Clark Memorial Swimming Pool
307 E. Scott Street
Seneca, IL 61360

Dear Mr. Engstrom:

In a recent school announcement I read that you are accepting applications for lifeguards. Would you please consider me for this position.

I am a strong swimmer and received my lifeguard certification in May. Since I have done a great deal of babysitting the past two years, I am good at working with children of all ages. My resume is enclosed.

I look forward to talking with you about this position and will be available to meet with you at your convenience. My phone number is (815) 357-5319.

Sincerely,

Jennifer L. Smith

Enclosure

Activity Name: Preparing Job Search Packages N-11
Unit Objective 6

Suggested Use of Activity

1. This activity should be used following a thorough discussion of the importance of preparing job search materials.
2. This activity should be used following an introduction to preparing job search materials.

Objectives of Activity

Upon completion of this activity, students should be able to complete an application form.

Facilities or Materials Needed

Sample Application Form handout
Application forms collected from business, industry or employment agencies
Problems from the textbook may be used
Video illustrating positives and negatives of filling out a job application (videos also available showing good and poor interviews)

Description of Activity

1. Assist students in recognizing the importance of this activity.
2. Require students to neatly print the information requested on the application form.
3. Require students to neatly key the information requested on the application form.

Suggested Length of Activity

A 50-minute class period

Suggestions for Teacher

Remind students of the basic information cards they completed in Activity N-8. They should have the cards with them when filling out application forms. Inform the students they should read the entire form before starting to fill it out. Do not leave blanks where blanks do not apply to you, draw a line or write or key N/A (not applicable).

Suggestions for Evaluation

Check for completeness and accuracy.

Name______________________________

ACTIVITY N-11: SAMPLE APPLICATION FORM

APPLICATION FOR EMPLOYMENT

(PRE-EMPLOYMENT QUESTIONNAIRE) (AN EQUAL OPPORTUNITY EMPLOYER)

PERSONAL INFORMATION

DATE ____________

NAME ____________ (LAST) ____________ (FIRST) ____________ (MIDDLE) SOCIAL SECURITY NUMBER ____________

PRESENT ADDRESS ____________ (STREET) ____________ (CITY) ____________ (STATE) ____________ (ZIP)

PERMANENT ADDRESS ____________ (STREET) ____________ (CITY) ____________ (STATE) ____________ (ZIP)

PHONE NO. ____________ ARE YOU 18 YEARS OR OLDER? Yes ☐ No ☐

ARE YOU EITHER A U.S. CITIZEN OR AN ALIEN AUTHORIZED TO WORK IN THE UNITED STATES? Yes ☐ No ☐

SPECIAL QUESTIONS

DO NOT ANSWER **ANY** OF THE QUESTIONS IN THIS FRAMED AREA UNLESS THE EMPLOYER HAS **CHECKED** A **BOX PRECEDING** A QUESTION, THEREBY INDICATING THAT THE INFORMATION IS REQUIRED FOR A BONA FIDE OCCUPATIONAL QUALIFICATION, OR DICTATED BY NATIONAL SECURITY LAWS, OR IS NEEDED FOR OTHER LEGALLY PERMISSIBLE REASONS.

☐ Height_______feet_______inches ☐ Are you a U.S. citizen? Yes____ No____

☐ Weight_______lbs. ☐ Date of Birth*______________________

☐ What Foreign Languages do you speak fluently?______________________ Read__________ Write__________

☐ Have you been convicted of a felony or misdemeanor within the last 5 years?** Yes____ No____ Describe:______________

☐ I understand and agree that I may be required to take one or more: ☐ physical examination; ☐ lie detector test(s), as a condition of hiring or continued employment. I agree to consent to take such test(s) at such time as designated by the Company and to release the Company, its directors, officers, agents or employees from any claim arising in connection with the use of such test(s). Yes____ No____

☐ I have been advised that lie detector tests, as a condition of hiring or continued employment, are prohibited by law. Yes____ No____

*The Age Discrimination in Employment Act of 1967 prohibits discrimination on the basis of age with respect to individuals who are at least 40 but less than 70 years of age.

**You will not be denied employment solely because of a conviction record, unless the offense is related to the job for which you have applied.

EMPLOYMENT DESIRED

POSITION ____________ DATE YOU CAN START ____________ SALARY DESIRED ____________

ARE YOU EMPLOYED NOW? ____________ IF SO MAY WE INQUIRE OF YOUR PRESENT EMPLOYER? ____________

EVER APPLIED TO THIS COMPANY BEFORE? ____________ WHERE? ____________ WHEN? ____________

EDUCATION	NAME AND LOCATION OF SCHOOL	*NO OF YEARS ATTENDED	*DID YOU GRADUATE?	SUBJECTS STUDIED
GRAMMAR SCHOOL				
HIGH SCHOOL				
COLLEGE				
TRADE, BUSINESS OR CORRESPONDENCE SCHOOL				

LAST

FIRST

MIDDLE

Name ______________________________

ACTIVITY N-11: SAMPLE APPLICATION FORM
(Continued)

GENERAL

SUBJECTS OF SPECIAL STUDY OR RESEARCH WORK

U.S. MILITARY OR NAVAL SERVICE RANK PRESENT MEMBERSHIP IN NATIONAL GUARD OR RESERVES

FORMER EMPLOYERS (LIST BELOW LAST THREE EMPLOYERS, STARTING WITH LAST ONE FIRST).

DATE MONTH AND YEAR	NAME AND ADDRESS OF EMPLOYER	SALARY	POSITION	REASON FOR LEAVING
FROM				
TO				
FROM				
TO				
FROM				
TO				

REFERENCES: GIVE THE NAMES OF THREE PERSONS NOT RELATED TO YOU, WHOM YOU HAVE KNOWN AT LEAST ONE YEAR.

NAME	ADDRESS	BUSINESS	YEARS ACQUAINTED
1			
2			
3			

PHYSICAL RECORD:

DO YOU HAVE ANY PHYSICAL LIMITATIONS THAT PRECLUDE YOU FROM PERFORMING ANY WORK FOR WHICH YOU ARE BEING CONSIDERED? Yes ☐ No ☐

IF YES, WHAT CAN BE DONE TO ACCOMMODATE YOUR LIMITATION?

PLEASE DESCRIBE:

IN CASE OF EMERGENCY NOTIFY

NAME ADDRESS PHONE NO.

"I CERTIFY THAT THE FACTS CONTAINED IN THIS APPLICATION ARE TRUE AND COMPLETE TO THE BEST OF MY KNOWLEDGE AND UNDERSTAND THAT, IF EMPLOYED, FALSIFIED STATEMENTS ON THIS APPLICATION SHALL BE GROUNDS FOR DISMISSAL.

I AUTHORIZE INVESTIGATION OF ALL STATEMENTS CONTAINED HEREIN AND THE REFERENCES LISTED ABOVE TO GIVE YOU ANY AND ALL INFORMATION CONCERNING MY PREVIOUS EMPLOYMENT AND ANY PERTINENT INFORMATION THEY MAY HAVE, PERSONAL OR OTHERWISE, AND RELEASE ALL PARTIES FROM ALL LIABILITY FOR ANY DAMAGE THAT MAY RESULT FROM FURNISHING SAME TO YOU.

I UNDERSTAND AND AGREE THAT, IF HIRED, MY EMPLOYMENT IS FOR NO DEFINITE PERIOD AND MAY, REGARDLESS OF THE DATE OF PAYMENT OF MY WAGES AND SALARY, BE TERMINATED AT ANY TIME WITHOUT PRIOR NOTICE."

DATE SIGNATURE

DO NOT WRITE BELOW THIS LINE

INTERVIEWED BY DATE

HIRED ☐ Yes ☐ No POSITION DEPT.

SALARY/WAGE DATE REPORTING TO WORK

APPROVED: 1. EMPLOYMENT MANAGER 2. DEPT. HEAD 3. GENERAL MANAGER

Activity Name: Preparing Job Search Packages N-12
Unit Objective 7

Suggested Use of Activity

1. This activity should be used following a thorough discussion of the importance of preparing job search materials.
2. This activity should be used following an introduction to preparing job search materials.

Objectives of Activity

Upon completion of this activity, students should be able to compose and properly format a follow-up letter, letter of acceptance and letter of rejection.

Facilities or Materials Needed

Sample Follow-up Letter handout
Sample Letter of Acceptance handout
Sample Letter of Rejection handout
Problems from the textbook may be used

Description of Activity

1. Assist students in recognizing the importance of this activity.
2. Require students to compose and neatly format a follow-up letter, letter of acceptance and letter of rejection.

Suggested Length of Activity

Two 50-minute class periods

Suggestions for Teacher

Stress to the students the importance of thanking the interviewer for the opportunity to discuss their qualifications. Also stress that tact and courtesy are of utmost importance in the letter of rejection.

Suggestions for Evaluation

Check for completeness and mailability.

Name____________________

ACTIVITY N-12: SAMPLE FOLLOW-UP LETTER

510 Main Street
Seneca, IL 61360
(Current Date)

Mr. Rodney Engtrom, Manager
Ray Clark Memorial Swimming Pool
307 E. Scott Street
Seneca, IL 61360

Dear Mr. Engstrom:

Thank you for the opportunity to discuss with you yesterday my qualifications for the lifeguard position at the swimming pool. I am certain that the job would be challenging and interesting.

I am very much interested in the job. I hope that you feel as I do that my training and skills would be very useful to you.

Please do not hesitate to call me if you need any additional information. I hope to hear from you soon.

Sincerely,

Jennifer L. Smith

Name____________________

ACTIVITY N-12: SAMPLE LETTER OF ACCEPTANCE

510 Main Street
Seneca, IL 61360
(Current Date)

Mr. Rodney Engstrom, Manager
Ray Clark Memorial Swimming Pool
307 E. Scott Street
Seneca, IL 61360

Dear Mr. Engstrom:

I would like to accept the position of lifeguard at the Ray Clark Memorial Swimming Pool. I am sure the position will be challenging and interesting.

I will phone you on Friday to work out the details.

Sincerely,

Jennifer L. Smith

Name______________________

ACTIVITY N-12: SAMPLE LETTER OF REJECTION

510 Main Street
Seneca, IL 61360
(Current Date)

Mr. Rodney Engstrom, Manager
Ray Clark Memorial Swimming Pool
307 E. Scott Street
Seneca, IL 61360

Dear Mr. Engstrom:

I am sorry to inform you that I am no longer actively seeking the position of lifeguard. I have accepted another position for the summer.

Thank you very much for the time and consideration you gave me. It was very much appreciated.

Sincerely,

Jennifer L. Smith

Name of Activity: Evaluating Job Search Materials N-13
Unit Objectives 4, 5, 6 and 7

Suggested Use of Activity

Use to stress the importance of job search packages.

Objectives of Activity

Upon successful completion of this activity, students should be able to compare their own job search packages with those of the other students.

Facilities or Materials Needed

Job search materials from Activity N-9 through Activity N-12

Description of Activity

Students will evaluate other students' job search packages in the class and select an individual who should be hired based upon thoroughness, accuracy and neatness.

Suggested Length of Activity

A 50-minute class period

Suggestions for the Teacher

Conduct this activity prior to teacher evaluation of the Job Search Packages from Activity N-9 through Article N-12 so that your comments do not bias students' decisions. Divide the class into groups of no more than five students. Have all groups collect data for job search packages and then pass the packages on to the next group. When a group receives packages from another group, students will examine all packages and select the best one in that group. Have someone in each group record the one selected.

Groups should then pass the packages on to another group. Continue this procedure until all packages have been evaluated by all groups. Tally the results to see who should be hired. Lead the students in a discussion as to why they chose certain packages. This should illustrate the importance of neatness, accuracy and presentation of information.

Suggestions for Evaluation

1. Have a local employer(s) or other individual(s) evaluate the job search materials.
2. This activity can be followed up by having the employer(s) interview the top three candidates based upon the job search material.

UNIT O: NUMERIC TEN-KEY PAD

UNIT PLAN

General Comments

1. Ten-key pad instruction can be taught on a calculator, adding machine or microcomputer ten-key numeric pad.
2. Teach this unit within the first semester to ensure a greater number of students being instructed on the ten-key pad.
3. The amount of instruction time on this unit is up to the teacher's discretion and time schedule.
4. This unit may be limited to the touch system of the ten-key pad and the addition and/or total key.
5. Since the arrangement of numbers on ten-key pads vary, be careful to match the instructional material to the equipment.
6. Some microcomputer key pads require a number lock key to be turned on to use the ten-key pad as a calculator. Often the key pad is used as cursor movement, function or user keys when the NUM lock is turned off. Teachers should stress the importance of turning the NUM key on if a software package is used; otherwise, students may try to operate the software and find error messages which can only be fixed by rebooting the system.
7. Note that a comma in numbers is omitted when using the ten-key pad.
8. Point out that the "5" key usually contains a bump or ridge on its surface to allow for easy detection of the home row of the ten-key pad.
9. As soon as students are comfortable with the touch-key technique, provide addition exercises beginning with totaling one-digit columns. As soon as students demonstrate an appropriate degree of speed and accuracy, allow them to advance to two-digit columns, three-digit columns, etc.
10. If the return/enter button cannot be readily accessed by the right hand, have students return/enter with the left hand.
11. Consider purchasing or developing individualized instruction material for out-of-class assignments.
12. Use numeric column problems from a typewriting/keyboarding textbook or from financial statements of businesses in reports and/or newspapers.
13. CAI software for teaching the ten-key pad is available.

Topical Outline of Unit

NUMERIC TEN-KEY PAD

1. Keying Numbers by Touch System
2. Developing Speed, Accuracy and Proofreading Skills

Unit Objectives

Upon successful completion of this unit, students should be able to

1. Key numbers by touch on the ten-key pad using the proper techniques
2. Compute figures with a predetermined degree of speed and accuracy

Evaluation of Unit

1. If only a few hours (2 to 5) are spent on this unit, exact time measurement is not necessary; assign a number of addition problems to be completed within a certain time frame.
2. Encourage students to continue speed and accuracy practice throughout the course.
3. If a software package is used which computes speed and accuracy, assign a grade based upon exact timing.

SUGGESTED STUDENT ACTIVITIES

Name of Activity: Addition Problems 0-1
Unit Objective 1

Suggested Use of Activity

After correct techniques have been covered, this activity provides reinforcement.

Objectives of Activity

Upon successful completion of this activity, students should be able to manipulate the ten-key pad.

Facilities of Materials Needed

Addition Problems handout
Adding machine, calculator or microcomputer with ten-key pad and software

Description of Activity

The student should use correct technique and add these problems.

Suggested Length of Activity

Approximately 20 minutes

Suggestions for Teacher

Review correct techniques for use of the numeric key pad.

Suggestions for Evaluation

Check students' techniques as they enter problems.

Name___________________________

ACTIVITY O-1: ADDITION PROBLEMS

DIRECTIONS: Using the correct touch system, add the following columns of numbers. Check your total with answers given, and re-enter data if incorrect.

41	19	321	371	1714	1074
25	73	456	291	2825	2085
63	18	987	497	3936	3096
74	92	654	283	1400	4117
58	38	123	481	2500	5228
96	72	789	623	3600	6339
357	312	3330	2546	15975	21939

7	9	707	4000	1000	1417
14	36	808	5500	2200	2528
174	396	909	6660	3330	3636
8	1	3900	7000	4001	7441
25	14	2800	8800	5002	8552
285	174	1700	9990	6003	9663
852	963	303	3003	9009	4456
1365	1593	11127	44953	30545	37693

1.70	14.70	17.40	417.14	1744.01	11704.50
2.80	25.80	28.50	528.25	2855.02	14815.40
3.90	36.90	39.60	639.36	3699.03	20808.25
1.40	17.10	47.17	174.11	4471.07	62909.65
2.50	28.20	58.28	285.22	5582.08	30906.30
3.60	39.30	69.39	396.33	6693.06	43529.90
15.90	162.00	260.34	2440.41	25044.27	184674.00

Name of Activity: Addition Problems 0-2
Unit Objective 1

Suggested Use of Activity

After correct techniques have been covered, this activity provides reinforcement.

Objectives of Activity

Upon successful completion of this activity, students should be able to manipulate the ten-key pad.

Facilities or Materials Needed

Addition Problems handout
Adding machine, calculator or microcomputer with ten-key pad and software.

Description of Activity

The student should use correct technique and add these problems.

Suggested Length of Activity

Approximately 20 minutes

Suggestions for Teacher

Review correct techniques for use of the numeric key pad.

Suggestions for Evaluation

Check students' technique as they enter problems.

Name_________________________

ACTIVITY O-2: ADDITION PROBLEMS

DIRECTIONS: Using the correct technique, add the following columns of numbers. If you get the same total twice, you may go on to the next problem. If you get a different total the second time, reenter the data until you get two totals that are the same.

597	411	1963	3900	9663	5182
756	522	2852	8205	8369	4273
432	633	3769	10745	1704	6399
953	725	8652	7125	8447	5584
627	825	9463	12470	5251	2875
548	704	8541	9674	3806	3906

710.40	17.00	4.1	1410.95	1147.74	7410.95
170.34	14.00	5.2	2825.80	8520.55	2258.88
520.09	52.00	6.3	9630.65	3369.93	8255.85
882.50	82.00	4.7	4747.17	9696.39	11474.58
930.96	63.00	5.8	10585.78	12676.59	9366.63

ACTIVITY O-2: ADDITION PROBLEMS
(TEACHER'S COPY)

DIRECTIONS: Using the correct technique, add the following columns of numbers. If you get the same total twice, you may go on to the next problem. If you get a different total the second time, reenter the data until you get two totals that are the same.

597	411	1963	3900	9663	5182
756	522	2852	8205	8369	4273
432	633	3769	10745	1704	6399
953	725	8652	7125	8447	5584
627	825	9463	12470	5251	2875
548	704	8541	9674	3806	3906
3913	3820	35240	52119	37240	28219

710.40	17.00	4.1	1410.95	1147.74	7410.95
170.34	14.00	5.2	2825.80	8520.55	2258.88
520.09	52.00	6.3	9630.65	3369.93	8255.85
882.50	82.00	4.7	4747.17	9696.39	11474.58
930.96	63.00	5.8	10585.78	12676.59	9366.63
3214.29	228.00	26.1	29200.35	38411.20	38766.89

Name of Activity: Ten-Key Pad Bowling League O-3
Unit Objectives 1 and 2

Suggested Use of Activity

This activity should be used after students have achieved a predetermined level of competency on the ten-key pad.

Objectives of Activity

Upon successful completion of this activity, students should be able to manipulate the ten-key pad.

Facilities or Materials Needed

Club League Form handout
Adding machine, calculator or microcomputer with ten-key pad and software

Description of Activity

It is not necessary to be a bowler to use this exercise; however, if the sample score sheet does not clarify the procedure of league scoring, consult a person who does bowl in a league for explanation.

Suggested Length of Activity

Two 50-minute class periods

Suggestions for Teacher

1. Duplicate copies of Club League Form handout.
2. Create different score sheets by filling in the league names, bowlers' names, bowlers' averages, bowlers' game scores, and team handicaps. The Teacher's Copy uses the following formula to determine team handicap: (800 - total team average) x .85. For example, the first team's handicap would be computed as: (800 - 685) x .85 = 97.75. The number 97.75 is then used in the integer form of 97.
3. Have students complete the league sheets and determine the winner of the competition; there is a possibility of four points--one point per game won and one point per grand total pins.
4. Have students create score sheets and exchange so that a student is not working on his/her own score sheet.

Suggestions for Evaluation

Determine accuracy by checking grand total columns and individual total columns.

Name________________________

ACTIVITY 0-3: CLUB LEAGUE FORM

Club *Alley Oops* (WON ____)

League ______________ Alleys ____ Date ______

Names	First Game	Second Game	Third Game	Total	Average
1 M. Jones	146	152	148		
2 S. Smith	102	165	125		
3 E. Nelson	195	160	110		
4 B. DAVIS	136	136	132		
5 M. Lynn	119	127	101		
6					
7					
8					
Total					
Handicap					
Grand Total					

VS. Club *Strikettes* (WON ____)

Names	First Game	Second Game	Third Game	Total	Average
1 J. Oaks	165	133	99		
2 L. Lamb	132	146	127		
3 C. Carter	133	134	135		
4 B. Kramer	164	154	122		
5 M. Lange	147	136	145		
6					
7					
8					
Total					
Handicap					
Grand Total					

Name ____________________________

ACTIVITY O-3: CLUB LEAGUE FORM
(Continued)

WON

Club ____ (_____)

League ______________________ Alleys_____ Date_______

Names	First Game	Second Game	Third Game	Total	Average
1					
2					
3					
4					
5					
6					
7					
8					
Total					
Handicap					
Grand Total					

WON

VS. Club ____________________________________ (_____)

Names	First Game	Second Game	Third Game	Total	Average
1					
2					
3					
4					
5					
6					
7					
8					
Total					
Handicap					
Grand Total					

ACTIVITY 0-3: CLUB LEAGUE FORM
(TEACHER'S COPY)

Club Alley Oops (WON ____)
League ____________ Alleys____ Date______

Names	First Game	Second Game	Third Game	Total	Average
1 M. Jones	146	152	148	446	149
2 S. Smith	102	165	125	392	131
3 E. Nelson	195	160	110	465	155
4 B. DAVIS	136	136	132	404	135
5 M. Lynn	119	127	101	347	115
6					
7					
8					
Total	698	740	616	2054	685
Handicap	97	97	97	291	97
Grand Total	795	837	713	2345	782

VS. Club Strikettes (WON ____)

Names	First Game	Second Game	Third Game	Total	Average
1 J. Oaks	165	133	99	397	132
2 L. Lamb	132	146	127	405	135
3 C. Carter	133	134	135	402	134
4 B. Kramer	164	154	122	440	147
5 M. Lange	147	136	145	428	143
6					
7					
8					
Total	741	703	628	2072	691
Handicap	93	93	93	279	93
Grand Total	834	796	721	2351	784

Name of Activity: Calculating Business Financial Statements Unit Objectives 1 and 2 O-4

Suggested Use of Activity

This activity should be used after students have learned the touch system on the ten-key pad.

Objectives of Activity

Upon successful completion of this activity, students should be able to add and subtract figures accurately on various business statements.

Facilities or Materials Needed

Calculating Business Financial Statements handout
Deposit slips and/or other business financial statements which have been collected

Description of Activity

Have students complete the Calculating Business Financial Statements handout. For additional practice, provide students with various types of business financial statements, such as deposit slips or sales slips, which will be added using the ten-key pad.

Suggested Length of Activity

A 50-minute class period

Suggestion for Evaluation

Emphasis should be upon accuracy and use of the touch system.

Name____________________________

ACTIVITY O-4: CALCULATING BUSINESS FINANCIAL STATEMENTS

DIRECTIONS:
1. Key in the following financial statements.
2. Use the 10-key pad to add and subtract the columns.
3. Record the answers in the blanks provided.

FBLA

FINANCIAL REPORT FOR CALENDAR YEAR 19--

NEW HIGH SCHOOL CHAPTER

Beginning Cash Balance			697.61
Receipts			
Dues - National	2,650.00		
Local	321.00	2,971.00	
Initiation fees--National		120.00	
Dinners		187.75	
Refund of dues overpaid		70.00	
Game tickets		14.00	
Donation		.50	
Total Receipts			__________
Total Cash Available			__________
Disbursements			
National Dues		2,075.00	
Speakers		25.00	
Dinners		202.85	
Convention expenses		125.00	
Plaque and engraving		13.95	
Game ticket refunds		14.00	
Total Disbursements			__________
Ending Cash Balance			__________

ACTIVITY O-4: CALCULATING BUSINESS FINANCIAL STATEMENTS (TEACHER'S COPY)

FBLA

FINANCIAL REPORT FOR CALENDAR YEAR 19--

NEW HIGH SCHOOL CHAPTER

Beginning Cash Balance			697.61
Receipts			
Dues - National	2,650.00		
Local	321.00	2,971.00	
Initiation fees--National		120.00	
Dinners		187.75	
Refund of dues overpaid		70.00	
Game tickets		14.00	
Donation		.50	
Total Receipts			3,363.25
Total Cash Available			4,060.86
Disbursements			
National Dues		2,075.00	
Speakers		25.00	
Dinners		202.85	
Convention expenses		125.00	
Plaque and engraving		13.95	
Game ticket refunds		14.00	
Total Disbursements			2,455.80
Ending Cash Balance			1,605.06

APPENDIX A

CRITERIA FOR EVALUATION OF MICROCOMPUTER SOFTWARE FOR KEYBOARDING

1. Keys should be introduced together with visual guidance on correct finger usage and technique for striking the keys.

2. Meaningful letter combinations should be used as soon as possible after introducing a key. Words, phrases and sentences should be comprised of those letter/key combinations occurring most frequently in ordinary keyboarding use.

3. Natural error correction should be possible during drills.

4. Sound and sight should both be used to provide feedback about stroking accuracy.

5. Gross speeds reported should include all strokes made, correct and incorrect. Error correction backspaces also may be part of these rates.

6. Messages on success and judgments about quality of the speed or accuracy rate should be based on both individual learner progress and research-based error expectations at different rates.

7. Provision should be made within the program for upper- and lower-case letter display on the screen and the use of natural shift key operation for capital letters.

8. Provision should be made within the program for allowing computer-controlled interval timing while learners key from copy of their own choice (including composition) or their teacher's choice.

9. Emphasis should only be on speed in the beginning, with lenient accuracy standards. Later, accuracy should be gradually emphasized. Each objective should be available as a choice of the student or the teacher. Thus, the three choices available should be feedback on speed only, accuracy only or both speed and accuracy.

10. The approach used should be appropriate to the development stage of the user.

11. Vocabulary use should be appropriate for the grade-level involved and should provide multiple options for individual differences.

12. A management system should be in place to maintain student performance records and to permit students to begin where they last stopped. Ideally, such a system would display student performance in graph format to identify performance trends quickly and easily.

13. The software should be able to accept a wide range of input speeds to at least 100 gwpm.

14. Periodic pacing should be in blocks rather than stroke by stroke to avoid metronomic rhythm, except in the very beginning.

15. Learners should be encouraged to use direct visual access to the keyboard in initial stages, with later encouragement and drills to wean users from such reliance.

16. Drills should be composed of "regular" prose, rather than specially contrived materials. Teachers should have the capability to input their own materials.

17. Users should be able to escape a program at any time and return to the menu without having to reboot the system. Likewise, the menu should be detailed enough to permit numerous entry points into the program. The option to bypass individual screens should be available to teachers.

18. Motivation can be enhanced with techniques to encourage self-competition rather than competition with other students. Gaming formats should adhere to learning principles and appropriate keyboarding techniques.

19. Printing of student input material and performance, including the management system, should be possible with teachers given the opportunity to indicate the slot in which the communications card has been placed.

20. Letter graphics must be clear so that letters are recognized; e.g., "a" and "s" are often difficult to distinguish on some existing software.

21. Most microcomputers use a wraparound approach. For positive transfer beyond the lessons introducing the keyboard, options need to be provided for wraparound, "jump line," and use of the return key.

22. During introductory lessons, the screen should be relatively "clean." Only the line being typed should be displayed along with student input.

23. The program should be personalized, using the student's name, animated graphics and messages of positive reinforcement (though none of these approaches should be overdone).

24. Software should stand alone; i.e., it should not require print material support and should be self-instructional, not requiring teacher input except for option selection and monitoring of the use of appropriate techniques.

25. The program should not be color dependent as many schools will not have access to color monitors.

APPENDIX B

SUPPLIES AND PREVENTIVE MAINTENANCE

Before implementing automated equipment into the keyboarding/typewriting/microcomputer classroom, realize that the cost of supplies will increase. Following are supplies required and helpful suggestions for cutting costs.

Disks: Take into consideration the making of working copies, backup copies and data disks.

Paper: Hand-fed printers will make printing slow and are not recommended except when one printer is available for each terminal. Sheet feeders can be expensive, too, if students must advance paper a full page to tear off copies. Require students to tear off copies only after the next student prints.

Ribbons: To reduce ribbon costs, consider using cover-up tapes and multi-strike ribbons instead of lift-off tapes and ribbons. Ribbons for electronic equipment and microcomputers tend to be more expensive than electric typewriter ribbons.

Service/Repair Costs: Service contracts are expensive. Many teachers report less downtime with electronic equipment and microcomputers than with electric typewriters. Consider periodically taking an available workshop which shows not only how to maintain equipment on a daily basis but also how to perform simple repairs.

Disk Head Cleaning Kit: These kits are used to clean disk drive heads.

Anti-Static Spray: To keep static to a minimum, anti-static spray is a must.

Screen Cleaners: Use specifically designed cleaners to fight static and fingerprints which can cause glare.

Computer Vac or Sponge Brushes: Keyboards require cleaning, too.

Surge Protectors: Surge protectors should be used to prevent having to unplug computers each day or to take the risk that lightning can wipe out the entire computer lab! Surge protectors are fairly inexpensive for the added assurance of protecting data and equipment.

APPENDIX C

CRITERIA FOR EVALUATION OF STRAIGHT-COPY TIMINGS

Typewriting/keyboarding textbooks show methods of evaluating straight-copy timings. Refer to Evaluation section of the Introduction for additional evaluation suggestions.

Appendix C should be examined as an alternative. Some of the material in Appendix C is adapted from "Teaching Keyboarding/Typewriting" by Gary McLean, Delta Pi Epsilon, Rapid Reader No. 5, 1984 (used with permission).

1. Give timings only once every two weeks. Give two 3-minute timings and collect both papers. Final grades should be based on last few timings.

2. To convert speed and errors to grades, use the following tables (adapted from five-minute scores from Delta Pi Epsilon tables) until new norms can be established. The tables presented reflect averages from data collected across the United States on electric typewriters.

   This system shows students' consequences of correcting errors: As students slow down to correct errors, the speed grade decreases and accuracy grade increases. Consider adjusting error chart if students are allowed to correct errors during timings.

3. Straight-copy scores for speed and accuracy should be recorded separately. This will help teachers guide students' progress. When grades are needed, scores can easily be converted to grades using the following techniques.
   a. Speed--Use Speed Chart 1 to convert speeds to percentage grades. Locate the speed typed row (GWPM) and the weeks' column to find the percentage grade for speed.
   b. Accuracy--Use Accuracy Chart 2 to locate the total number of errors for the two timings given to find the percentage grade for accuracy.

6. The weight given to speed and accuracy should reflect the objectives of the grading period. In early stages of the course, weigh speed more heavily than accuracy; for example, at the end of the first semester, weigh speed three times as much as accuracy. To figure the grade, multiply speed percentage by three; multiply accuracy by one; add figures together; divide by four.

CHART 1: SPEED GRADES
Average of Two 3-Minute Timings

GWPM	Weeks of Instruction (1st Semester)						
	6	8	10	12	14	16	18
6	60	60	58	56	57	55	54
7	61	61	59	58	58	57	55
8	63	63	60	59	59	58	57
9	64	64	61	60	60	59	58
10	65	65	63	61	61	60	59
11	67	66	64	63	62	61	60
12	68	68	65	64	64	62	61
13	69	69	66	65	65	64	62
14	71	70	68	66	66	65	64
15	72	71	69	68	67	66	65
16	73	73	70	69	68	67	66
17	75	74	71	70	69	68	67
18	76	75	73	71	71	69	68
19	77	76	74	73	72	71	69
20	79	78	75	74	73	72	71
21	80	79	76	75	74	73	72
22	81	80	78	76	75	74	73
23	83	81	79	78	76	75	74
24	84	83	80	79	78	76	75
25	85	84	81	80	79	78	76
26	87	85	83	81	80	79	78
27	88	86	84	83	81	80	79
28	89	88	85	84	82	81	80
29	91	89	86	85	84	82	81
30	92	90	88	86	85	84	82
31	93	91	89	88	86	85	84
32	95	93	90	89	87	86	85
33	96	94	91	90	88	87	86
34	97	95	93	91	89	88	87
35	99	96	94	93	91	89	88
36	100	98	95	94	92	91	89
37		99	96	95	93	92	91
38		100	98	96	94	93	92
39			99	98	95	94	93
40			100	99	96	95	94
41				100	98	96	95
42					99	98	96
43					100	99	98
44						100	99
45							100

CHART 1: SPEED GRADES (Continued)

WPM	Weeks of Instruction (2nd Semester)								
	20	22	24	26	28	30	32	34	36
12	61	59	59	58	57	56	55	54	53
13	62	60	60	59	58	57	56	55	54
14	63	61	61	60	59	58	57	56	55
15	65	62	62	61	60	59	58	57	56
16	66	63	63	62	61	60	59	58	57
17	67	65	64	63	62	61	60	59	58
18	68	66	65	64	63	62	61	60	59
19	69	67	66	65	64	63	62	61	60
20	70	68	67	66	65	64	63	62	61
21	71	69	68	67	66	65	64	63	62
22	72	70	70	68	67	66	65	64	63
23	73	71	71	70	68	67	66	65	64
24	74	72	72	71	70	68	67	66	65
25	76	73	73	72	71	70	68	67	66
26	77	74	74	73	72	71	70	68	67
27	78	76	75	74	73	72	71	70	68
28	79	77	76	75	74	73	72	71	70
29	80	78	77	76	75	74	73	72	71
30	81	79	78	77	76	75	74	73	72
31	82	80	79	75	77	76	75	74	73
32	83	81	80	79	78	77	76	75	74
33	84	82	81	80	79	78	77	76	75
34	86	83	82	81	80	79	78	77	76
35	87	84	83	82	81	80	79	78	77
36	88	86	84	83	82	81	80	79	78
37	89	87	85	84	83	82	81	80	79
38	90	88	86	85	84	83	82	81	80
39	91	89	87	86	85	84	83	82	81
40	92	90	88	87	86	85	84	83	82
41	93	91	89	88	87	86	85	84	83
42	94	92	91	89	88	87	86	85	84
43	96	93	92	91	89	88	87	86	85
44	97	94	93	92	91	89	88	87	86
45	98	96	94	93	92	91	89	88	87
46	99	97	95	94	93	92	91	89	88
47	100	98	96	95	94	93	92	91	89
48		99	97	96	95	94	93	92	91
49		100	98	97	96	95	94	93	92
50			99	98	97	96	95	94	93
51			100	99	98	97	96	95	94
52				100	99	98	97	96	95
53					100	99	98	97	96
54						100	99	98	97
55							100	99	98
56								100	99
57									100

CHART 2: ACCURACY GRADES
Total Number of Errors

Two 3-Minute Timings

Number of Errors	Grade
0	100
1	98
2	97
3	95
4	93
5	92
6	90
7	88
8	87
9	85
10	83
11	82
12	80
13	78
14	77
15	75
16	73
17	72
18	70
19	68
20	67
21	65
22	63
23	62
24	60

APPENDIX D

CRITERIA FOR EVALUATION OF PRODUCTION TESTS

Typewriting/keyboarding textbooks show methods of evaluation of production tests. Refer to the Evaluation section of the Introduction for additional evaluation suggestions.

Appendix D should be examined as an alternative. Some of the material in Appendix D is adapted from "Teaching Keyboarding/Typewriting" by Gary McLean, Delta Pi Epsilon, Rapid Reader No. 5, 1984 (used with permission).

If a teacher uses different tests for each class, the establishment of norms will be difficult, if not impossible, because of varying difficulty of material. If, however, a teacher uses the same or identical tests, norms can be established. This evaluation plan is suggested as a method of establishing norms or can be used as the standard grading plan.

Evaluation of Speed

1. Assign a fixed number of problems for all students to complete.
2. Grade accuracy based on mailability. Count accuracy as three times more important than speed. "Time" should be the variable for speed--not work completed.
3. Start all students at the same time using a stopwatch.
4. All students must complete the test. After a student completes the test, the student should bring the test to the teacher who records the completion time to the nearest quarter minute.
5. Total time scores are ranked. The test should extend over three or four class periods. Example:

Student	Time	Grade
1	43.75	100.0%
2	48.25	89.5%
3	52.50	87.5%
4	57.75	80.0%
5	61.00	75.4%
6	68.25	65.0%
7	69	65.0%

6. Identify median grade. This score equals 80% (middle C grade). The student with the best speed equals 100%. To determine grades in between, divide the difference between the perfect grade (100%) and the average grade (80%) by the difference between the fastest time and the median completion time. This produces points per quarter minute. Example:

   100 - 80 = 20
   57.75 - 43.75 = 14
   20/14 = 1.43

7. For each quarter minute faster than median, add points to 80; for each quarter minute slower than median, subtract points from 80. This results in grades for speed. Example:

Above 80	Below 80
57.75 - 52.50 = 5.25	61.00 - 57.75 = 3.25
5.25 X 1.43 = 7.5	3.25 X 1.43 = 4.6
80 + 7.5 = 87.5	80 - 4.6 = 75.4

Evaluation of Accuracy

Use the following criteria on mailability to assign accuracy grades. For each mailable document assign 100%; for mailable but with reservation assign 90%; for mailable with correction assign 80%; for non-mailable assign 70% or lower (use teacher judgment).

As an alternative, teachers may choose to determine accuracy by subtracting points from 100 for each type of error.

1. Major errors that make a letter "non-mailable" (N = 70%):
   a. word errors (omitted, added, substituted, transposed, repeated) that change meaning
   b. misspelled words (especially proper names)
   c. noticeable poor corrections (on electronic typewriters)
   d. grossly poor placement, too high or too low, too far to one side or the other
   e. incorrect word division
   f. violation of conventional format (e.g., wrong space between parts, parts out of order, column misaligned, titles not appropriately capitalized, omitted names and titles in address blocks)
   g. irregular paragraph indention
   h. grossly irregular left or right margin
   i. frequent typographical errors (more than one per line or two of typing)
   j. omission of date
   k. incorrect or omitted necessary punctuation

   l. incorrect verb tense
   m. inconsistent punctuation style
   n. errors in figures or dates

2. Errors that make a letter "mailable with corrections" (MC = 80%)
   a. noticeable strikeovers or poor corrections (on electronic typewriters
   b. failure to capitalize
   c. omitted underlining, reference initials, special notations
   d. uncorrected typographical errors
   e. minor deviations from good placement
   f. words omitted which could be added
   g. poor word division
   h. omission of page numbers, second-page heading
   i. space within a word or no space between words

3. Errors that make a letter "mailable but with reservation" (MR = 90%):
   a. two spaces between words
   b. incorrect spacing before or after punctuation mark
   c. small deviation from good placement or conventional format
   d. minor punctuation errors

4. "Mailable letters"--letters with all errors corrected--a perfect letter (M = 100%)

APPENDIX E

PREPARATION FOR TEACHING

1. When setting up equipment, make sure:
   a. cables are plugged into power sources
   b. cables are connected between computer, monitor, disk drives, printers and switch boxes.

2. Learn DOS (Disk Operating System) Commands (for example, IBM/IBM compatible commands), such as:
   a. diskcopy
   b. backup
   c. dir
   d. chkdsk
   e. delete
   f. copy

3. Configure software or make working copies. This takes time and must be accomplished before students use software. Place a tab over the read-write notch while making copies to eliminate the possibility of erasing the original disk. If possible, copy the appropriate command from DOS to the software to avoid having to use the DOS disk for booting.

4. Learn word processing software. Some instructional manuals contain an 800 number for assistance. Do not hesitate to use it.

5. Defaults exist for each type of software, including pitch, page width, page length, margins (top, bottom, right, left), line spacing and upper and lower case. Others such as justification, hyphenation and pagination may exist on some software. Check the software manual for the defaults of the software being used.

   Printer defaults exist. These typically include top-of-page commands, line feed commands, type style, underscoring and superscripts and subscripts.

6. Learn printer options. Be able to perform the following:
   a. find power switch
   b. load paper through single sheet feed or continuous tractor feed
   c. have the printer "on line"
   d. know whether the printer is parallel or serial
   e. use software to set up printer to be compatible

APPENDIX F

CONTROL OF SOFTWARE

1. Make working copies of software on colored disks or use colored labels to easily identify working copies from students' disks (require standard black disks of students).
2. Number software consecutively and assign a number to each student with the corresponding number in the teacher's gradebook.
3. Assign students to computers labeled with plastic stick-on numbers. Assign numbered software to a corresponding microcomputer.
4. Use a student check-out system with a "software" card or ID. By using this approach, only authorized students will have access to the software.
5. Use a student assistant to check software in and out during class.
6. Require students to purchase two data disks. Allow them to keep one disks; require them to store the backup disk in the classroom.
7. Have students place their own passwords on disks and documents.

APPENDIX G

INTEGRATION OF INSTRUCTIONAL ACTIVITIES TO
STATE LEARNING GOALS

Public Act 84-126, effective August 1, 1985, amended The School Code of Illinois to include, for the first time in the state's history, a definition of schooling and a requirement that the goals of learning be identified and assessed. Specifically the law requires:

- The State Board of Education must establish goals consistent with the primary purposes of schooling.
- Local school districts must establish student learning objectives which are consistent with the primary purposes of schooling and which meet or exceed goals established by the State Board.
- School districts must also establish local goals for excellence in education.
- The State Board must establish assessment procedures for local school districts.
- Local school districts must assess student learning to determine the degree to which local goals and objectives are being met.
- School districts must develop plans for improvement in those areas where local goals and objectives are not being met.
- School districts must report the learning assessment goals, assessment results, and corrective actions.
- The State Board must approve local school district objectives, assessment systems, plans for improvement, and public reporting procedures.*

The purpose of this document is to assist teachers, administrators, and State Board staff in developing curriculum which assists students in meeting the primary purposes of schooling. The six primary purposes of schooling include language arts, mathematics, social sciences, biological and physical sciences, fine arts, and physical development and health. Each of these purposes have several state goals for learning. The material which follows lists objectives for curriculum guide activities which facilitate the meeting of state goals for learning under the six primary purposes of schooling. This material can and should be used to indicate how a course utilizing these curriculum materials fits into the six primary purposes of schooling.

* Taken directly from State Goals for Learning and Sample Learning Objectives, Illinois State Board of Education, Department of School Improvement Services, Springfield, Illinois.

1. LEARNING AREA:

LANGUAGE ARTS

2. STATE GOAL FOR LEARNING 1: Students will be able to read, comprehend, interpret, evaluate, and use written materials.

3. LEARNING OBJECTIVES: BY THE END OF GRADE 8* AND/OR 11** STUDENTS WILL BE ABLE TO:	4. LEARNING ACTIVITY REFERENCE: UNIT AND ACTIVITY #
Understand terms associated with computer hardware and software.*	A-1 A-2 A-8
Understand the proper method of handling computer disks and the results of improper handling.*	A-3
Understand terms associated with booting a computer.*	A-4
Understand why computer disks are formatted.*	A-5
Understand conventional naming systems for computer files.*	A-6
Understand defaults for formatting documents.*	A-7
Understand how to store and retrieve documents on computer disk.*	A-9
Understand how to print a document.*	A-10
Understand how to change defaults on a computer program.*	A-11
Understand the use of special features on an electronic typewriter.*	B-1
Understand how to store, retrieve and play back stored text.*	B-3
Key answers to written questions.**	C-4 C-5 C-6

1. LEARNING AREA:

LANGUAGE ARTS

2. STATE GOAL FOR LEARNING 2: Students will be able to listen critically and analytically.

3. LEARNING OBJECTIVES: BY THE END OF GRADE 8* AND/OR 11** STUDENTS WILL BE ABLE TO:	4. LEARNING ACTIVITY REFERENCE: UNIT AND ACTIVITY #
Understand how to boot, load and power down a computer from an oral presentation.*	A-4
Understand how to format a computer disk.*	A-5
Understand conventional naming systems for computer files from an oral presentation.*	A-6
Discuss the use of defaults in formatting documents.*	A-7
Discuss how to store and retrieve documents on computer disk.*	A-9
Discuss how to print a document.*	A-10

1. LEARNING AREA:

LANGUAGE ARTS

2. STATE GOAL FOR LEARNING 3: Students will be able to write standard English in a grammatical, well-organized and coherent manner for a variety of purposes.

3. LEARNING OBJECTIVES BY THE END OF GRADE 8* AND/OR 11** STUDENTS WILL BE ABLE TO:	4. LEARNING ACTIVITY REFERENCE: UNIT AND ACTIVITY #
Describe terms associated with computer hardware and software.*	A-1 A-2
Define "booting" a computer.*	A-4
Change margins and tabs on document by changing the defaults on a computer program.**	A-11

1. LEARNING AREA:

LANGUAGE ARTS

2. STATE GOAL FOR LEARNING 4: Students will be able to use spoken language effectively in formal and informal situations to communicate ideas and information and to ask and answer questions.

3. LEARNING OBJECTIVES: BY THE END OF GRADE 8* AND/OR 11** STUDENTS WILL BE ABLE TO:	4. LEARNING ACTIVITY REFERENCE: UNIT AND ACTIVITY #
Discuss the use of defaults in formatting documents.*	A-7
Discuss how to store and retrieve documents on computer disk.*	A-9
Discuss how to print a document.*	A-10

1. LEARNING AREA:

BIOLOGICAL AND PHYSICAL SCIENCES

2. STATE GOAL FOR LEARNING 1: Students will have a working knowledge of the concepts and basic vocabulary of biological, physical, and environmental sciences and their application to life and work in contemporary technological society.

3. LEARNING OBJECTIVES: BY THE END OF GRADE 8* AND/OR 11** STUDENTS WILL BE ABLE TO:	4. LEARNING ACTIVITY REFERENCE: UNIT AND ACTIVITY #
Describe terms associated with computer hardware and software.*	A-1 A-2
Define "booting" a computer.*	A-3
Identify and describe the use of special features on an electronic typewriter.*	B-1

1. LEARNING AREA:

BIOLOGICAL AND PHYSICAL SCIENCES

2. STATE GOAL FOR LEARNING 4: Students will have a working knowledge of the processes, techniques, methods, and available technology of science.

3. LEARNING OBJECTIVES: BY THE END OF GRADE 8* AND/OR 11** STUDENTS WILL BE ABLE TO:	4. LEARNING ACTIVITY REFERENCE: UNIT AND ACTIVITY #
Understand the purposes of computer hardware and software.*	A-1 A-2
Handle computer disks properly.*	A-3
Boot, load and power down a microcomputer.**	A-4
Format computer disks properly.*	A-5
Understand why computer disks are formatted.*	A-5
Name documents in a logical manner.**	A-6
Use defaults for formatting documents.*	A-7
Move the cursor around the video display quickly and effectively.*	A-8
Store and retrieve documents on computer disk.*	A-9
Print a document.*	A-10
Change defaults on a computer program.**	A-11
Store, retrieve, edit, store and print a document.**	B-2
Use delete, add, center, bold face, underline and justify functions.**	B-2
Store, retrieve and play back stored text.**	B-3
Key numbers by touch.*	C-1 C-2 C-3 C-4
Key letters, numbers and symbols by touch.**	C-5 C-6

1. LEARNING AREA:

LANGUAGE ARTS

2. STATE GOAL FOR LEARNING 1: Students will be able to read, comprehend, interpret, evaluate, and use written materials.

3. LEARNING OBJECTIVES: BY THE END OF GRADE 8* AND/OR 11** STUDENTS WILL BE ABLE TO:	4. LEARNING ACTIVITY REFERENCE: UNIT AND ACTIVITY #
Identify commonly used proofreaders marks.*	D-1
Proofread and make corrections to a document.**	D-2 D-5 G-6
Understand the purpose of all function and special keys on a keyboard.*	E-1
Understand how to properly format personal letters.*	G-1 G-2 G-4 G-5 G-6
Prepare personal letters from several forms of copy.*	G-1 G-2 G-3 G-4 G-5
Recognize the importance of handwriting quality to production speed when inputting text.*	G-3

1. LEARNING AREA:

LANGUAGE ARTS

2. STATE GOAL FOR LEARNING 3: Students will be able to write standard English in a grammatical, well-organized and coherent manner for a variety of purposes.

3. LEARNING OBJECTIVES BY THE END OF GRADE 8* AND/OR 11** STUDENTS WILL BE ABLE TO:	4. LEARNING ACTIVITY REFERENCE: UNIT AND ACTIVITY #
Proofread and make corrections to a document.**	D-2 D-5 G-6
Use proofreader's marks when editing a document.**	D-2
Complete worksheet on applying language arts rules.**	D-3
Apply punctuation, spacing, word-division, capitalization, spelling and number rules.**	D-3 D-4 D-7 G-6
Center lines of text horizontally.*	F-1 F-2 F-3 F-4
Center lines of text vertically.*	F-5
Key and properly format a mailable personal letter from hard, handwritten, rough-draft, stored and self-composed copy.**	G-1 G-2 G-3 G-4 G-5 G-6
Recognize the importance of handwriting quality to production speed when inputting text.*	G-3

1. LEARNING AREA: LANGUAGE ARTS	
2. STATE GOAL FOR LEARNING 6: Students will be able to understand how and why language functions and evolves.	
3. LEARNING OBJECTIVES: BY THE END OF GRADE 8* AND/OR 11** STUDENTS WILL BE ABLE TO:	4. LEARNING ACTIVITY REFERENCE: UNIT AND ACTIVITY #
Apply punctuation, spacing, word-division, capitalization, spelling and number rules.**	D-3

1. LEARNING AREA: MATHEMATICS	
2. STATE GOAL FOR LEARNING 1: Students will be able to perform the computations of addition, subtraction, multiplication, and division using whole numbers, integers, fractions, and decimals.	
3. LEARNING OBJECTIVES: BY THE END OF GRADE 8* AND/OR 11** STUDENTS WILL BE ABLE TO:	4. LEARNING ACTIVITY REFERENCE: UNIT AND ACTIVITY #
Apply arithmatic skills to problems associated with horizontally centering text.*	F-1 F-2 F-3
Apply arithmatic skills to problems associated with vertically centering text.*	F-5

1. LEARNING AREA:

BIOLOGICAL AND PHYSICAL SCIENCES

2. STATE GOAL FOR LEARNING 4: Students will have a working knowledge of the processes, techniques, methods, and available technology of science.

3. LEARNING OBJECTIVES: BY THE END OF GRADE 8* AND/OR 11** STUDENTS WILL BE ABLE TO:	4. LEARNING ACTIVITY REFERENCE: UNIT AND ACTIVITY #
Apply proofreading, punctuation, spacing, word-division, capitalization, spelling and number rules using electronic or microcomputer technology.**	D-2 D-3 D-4 D-5
Use computer software features to change text in a document.**	D-5 D-6 D-7
Understand the purpose of all function and special keys on a keyboard.*	E-1
Use computer software features to horizontally center text.**	F-3 F-4
Use computer software features to prepare a form letter.**	G-5

1. LEARNING AREA:

PHYSICAL DEVELOPMENT AND HEALTH

2. STATE GOAL FOR LEARNING 4: Students will be able to perform a variety of complex motor activities.

3. LEARNING OBJECTIVES: BY THE END OF GRADE 8* AND/OR 11** STUDENTS WILL BE ABLE TO:	4. LEARNING ACTIVITY REFERENCE: UNIT AND ACTIVITY #
Increase keystroking speed at least three words per minute per week.*	E-2
Increase keystroking speed at least five words per minute bi-weekly.*	E-3

1. LEARNING AREA:

LANGUAGE ARTS

2. STATE GOAL FOR LEARNING 1: Students will be able to read, comprehend, interpret, evaluate, and use written materials.

3. LEARNING OBJECTIVES: BY THE END OF GRADE 8* AND/OR 11** STUDENTS WILL BE ABLE TO:	4. LEARNING ACTIVITY REFERENCE: UNIT AND ACTIVITY #
Understand how to properly prepare mailable business letters using several formats and keying text from different types of source documents.**	H-1 H-2 H-3 H-4 H-5 H-6 H-7
Understand how to use computer software features to efficiently prepare business letters.**	H-8 H-9
Understand how to properly format an envelope according to U.S. Postal Service recommendations.*	I-1 I-2 I-3
Use ZIP Code Directory and other sources to locate specific ZIP Code information.**	I-3
Understand how to properly prepare and format a memo on different types of paper from various source documents.**	J-1 J-2 J-3 J-4 J-5 J-6 J-7 J-8 J-9
Analyze source text in preparing a memo.**	J-1 J-2 J-3 J-4 J-5 J-6 J-7 J-8 J-9
Understand how to use stored formats to prepare properly formatted memos.**	J-8 J-9

1. LEARNING AREA:

LANGUAGE ARTS

2. STATE GOAL FOR LEARNING 3: Students will be able to write standard English in a grammatical, well-organized and coherent manner for a variety of purposes.

3. LEARNING OBJECTIVES BY THE END OF GRADE 8* AND/OR 11** STUDENTS WILL BE ABLE TO:	4. LEARNING ACTIVITY REFERENCE: UNIT AND ACTIVITY #
Prepare properly formatted mailable business letters using several formats and keying text from different types of source documents.**	H-1 H-2 H-3 H-4 H-5 H-6 H-7 H-8 H-9
Prepare properly formatted, mailable envelopes.**	I-1 I-2 I-3
Prepare properly formatted memos from various source documents onto different types of paper.**	J-1 J-2 J-3 J-4 J-5 J-6 J-7 J-8 J-9
Edit a memo as it is being keyed.**	J-6 J-7

1. LEARNING AREA: BIOLOGICAL AND PHYSICAL SCIENCES	
2. STATE GOAL FOR LEARNING 4: Students will have a working knowledge of the processes, techniques, methods, and available technology of science.	
3. LEARNING OBJECTIVES: BY THE END OF GRADE 8* AND/OR 11** STUDENTS WILL BE ABLE TO:	4. LEARNING ACTIVITY REFERENCE: UNIT AND ACTIVITY #
Use automatic date entering feature and save and retrieve macros.**	H-7
Move text within a document and retrieve a macro.**	H-8
Edit documents using computer software features.**	H-9
Use block and save features of computer software to transfer text.**	I-2 J-9
Use stored formats and stop or merge codes to prepare memos.**	J-8 J-9

1. LEARNING AREA:

LANGUAGE ARTS

2. STATE GOAL FOR LEARNING 1: Students will be able to read, comprehend, interpret, evaluate, and use written materials.

3. LEARNING OBJECTIVES: BY THE END OF GRADE 8* AND/OR 11** STUDENTS WILL BE ABLE TO:	4. LEARNING ACTIVITY REFERENCE: UNIT AND ACTIVITY #
Understand how to use computer software to produce correctly formatted outlines from a variety of source documents.*	K-1 K-2 K-3 K-4 K-5 K-6
Understand how to prepare specific types of reports using correct formats.**	L-1 L-2 L-3 L-4 L-5
Understand how to format reports according to MLA or APA style.**	L-5
Understand how to center tables vertically and horizontally.*	M-1 M-2 M-4 M-5 M-6 M-7
Understand how to use columnar layout to set margins and tabs.*	M-1 M-2 M-3 M-5 M-6 M-7
Understand how to use decimal, left- or right-justified tabs.*	M-5 M-6 M-7
Understand how to use automatic centering feature to format tables.*	M-2 M-5
Understand how to reformat and edit tables.**	M-3 M-7

1. LEARNING AREA:

LANGUAGE ARTS

2. STATE GOAL FOR LEARNING 3: Students will be able to write standard English in a grammatical, well-organized and coherent manner for a variety of purposes.

3. LEARNING OBJECTIVES BY THE END OF GRADE 8* AND/OR 11** STUDENTS WILL BE ABLE TO:	4. LEARNING ACTIVITY REFERENCE: UNIT AND ACTIVITY #
Format variable-step outlines with proper spacing and appropriate capitalization from a variety of source documents.**	K-1 K-2 K-3 K-4 K-5 K-6
Prepare specific types of reports which are correctly formatted with appropriate levels of headings from a variety of source documents.**	L-1 L-2 L-3 L-4 L-5
Format footnotes/endnotes and references according to MLA or APA style.**	L-5
Center tables vertically and horizontally.**	M-1 M-2 M-4 M-5 M-6 M-7
Use columnar layout to set margins and tabs.**	M-3 M-4 M-5 M-6 M-7
Use decimal, left- or right-justified tabs.**	M-4 M-6 M-7
Use automatic centering features to format tables.**	M-2 M-5
Reformat and edit tables.**	M-3 M-7

1. LEARNING AREA:

MATHEMATICS

2. STATE GOAL FOR LEARNING 1: Students will be able to perform the computations of addition, subtraction, multiplication, and division using whole numbers, integers, fractions, and decimals.

3. LEARNING OBJECTIVES: BY THE END OF GRADE 8* AND/OR 11** STUDENTS WILL BE ABLE TO:	4. LEARNING ACTIVITY REFERENCE: UNIT AND ACTIVITY #
Use arithmatic skills to figure correct spacing for centering text and tables.*	M-1 M-3 M-4 M-5 M-6 M-7

1. LEARNING AREA:

BIOLOGICAL AND PHYSICAL SCIENCES

2. STATE GOAL FOR LEARNING 4: Students will have a working knowledge of the processes, techniques, methods, and available technology of science.

3. LEARNING OBJECTIVES: BY THE END OF GRADE 8* AND/OR 11** STUDENTS WILL BE ABLE TO:	4. LEARNING ACTIVITY REFERENCE: UNIT AND ACTIVITY #
Use computer software outlining features to format outlines.**	K-1 K-2 K-3 K-4 K-5 K-6
Understand how to use automatic centering for column headings.*	M-2

1. LEARNING AREA:

LANGUAGE ARTS

2. STATE GOAL FOR LEARNING 1: Students will be able to read, comprehend, interpret, evaluate, and use written materials.

3. LEARNING OBJECTIVES: BY THE END OF GRADE 8* AND/OR 11** STUDENTS WILL BE ABLE TO:	4. LEARNING ACTIVITY REFERENCE: UNIT AND ACTIVITY #
Understand how to us computer software to produce correctly formatted outlines from a variety of source documents.*	K-1 K-2 K-3 K-4 K-5 K-6
Understand how to prepare specific types of reports using correct formats.**	L-1 L-2 L-3 L-4 L-5
Understand how to format reports according MLA or APA style.**	L-5
Understand how to center tables vertically and horizontally.*	M-1 M-2 M-4 M-5 M-6 M-7
Understand how to use columnar layout to set margins and tabs.*	M-1 M-2 M-3 M-5 M-6 M-7
Understand how to use decimal, left- or right-justified tabs.*	M-5 M-6 M-7
Understand how to use automatic centering feature to format tables.*	M-2 M-5
Understand how to reformat and edit tables.**	M-3 M-7

1. LEARNING AREA:

LANGUAGE ARTS

2. STATE GOAL FOR LEARNING 3: Students will be able to write standard English in a grammatical, well-organized and coherent manner for a variety of purposes.

3. LEARNING OBJECTIVES BY THE END OF GRADE 8* AND/OR 11** STUDENTS WILL BE ABLE TO:	4. LEARNING ACTIVITY REFERENCE: UNIT AND ACTIVITY #
Format variable-step outlines with proper spacing and appropriate captialization from a variety of source documents.**	K-1 K-2 K-3 K-4 K-5 K-6
Prepare specific types of reports which are correctly formatted with appropriate levels of headings from a variety of source documents.**	L-1 L-2 L-3 L-4 L-5
Format footnotes/endnotes and references according to MLA or APA syle.**	L-5
Center tables vertically and horizontally.**	M-1 M-2 M-4 M-5 M-6 M-7
Use columnar layout to set margins and tabs.**	M-3 M-4 M-5 M-6 M-7
Use decimal, left- or right-justified tabs.**	M-4 M-6 M-7
Use automatic centering features to format tables.**	M-2 M-5
Reformat and edit tables.**	M-3 M-7

1. LEARNING AREA:

MATHEMATICS

2. STATE GOAL FOR LEARNING 1: Students will be able to perform the computations of addition, subtraction, multiplication, and division using whole numbers, integers, fractions, and decimals.

3. LEARNING OBJECTIVES: BY THE END OF GRADE 8* AND/OR 11** STUDENTS WILL BE ABLE TO:	4. LEARNING ACTIVITY REFERENCE: UNIT AND ACTIVITY #
Use arithmatic skills to figure correct spacing for centering text and tables.*	M-1 M-3 M-4 M-5 M-6 M-7

1. LEARNING AREA:

BIOLOGICAL AND PHYSICAL SCIENCES

2. STATE GOAL FOR LEARNING 4: Students will have a working knowledge of the processes, techniques, methods, and available technology of science.

3. LEARNING OBJECTIVES: BY THE END OF GRADE 8* AND/OR 11** STUDENTS WILL BE ABLE TO:	4. LEARNING ACTIVITY REFERENCE: UNIT AND ACTIVITY #
Use computer software outlining features to format outlines.**	K-1 K-2 K-3 K-4 K-5 K-6
Understand how to use automatic centering for column headings.*	M-2

1. LEARNING AREA:

LANGUAGE ARTS

2. STATE GOAL FOR LEARNING 1: Students will be able to read, comprehend, interpret, evaluate, and use written materials.

3. LEARNING OBJECTIVES: BY THE END OF GRADE 8* AND/OR 11** STUDENTS WILL BE ABLE TO:	4. LEARNING ACTIVITY REFERENCE: UNIT AND ACTIVITY #
Assess personality traits in relation to careers.*	N-1 N-2 N-3
Understand current attitudes, habits and abilities and how these impact future career choices.*	N-2 N-3
Locate and analyze information in the Occupational Outlook Handbook and the Dictionary of Occupational Titles.**	N-6 N-7
Understand the importance of preparing pertinent personal, educational and work-related information which would be needed for a job search.**	N-8 N-9 N-10 N-11 N-12
Recognize numbers from different source documents and make calculations using ten-key pad.*	O-1 O-2 O-3 O-4

1. LEARNING AREA:

LANGUAGE ARTS

2. STATE GOAL FOR LEARNING 2: Students will be able to listen critically and analytically.

3. LEARNING OBJECTIVES: BY THE END OF GRADE 8* AND/OR 11** STUDENTS WILL BE ABLE TO:	4. LEARNING ACTIVITY REFERENCE: UNIT AND ACTIVITY #
Discuss attitudes, habits and abilities and how these impact future career choices.*	N-2 N-3
Become aware of the world of work and career related decisions in the U.S. economy.*	N-4
Understand the importance of preparing pertinent personal, educational and work-related information which would be needed for a job search.**	N-8 N-9 N-10 N-11 N-12
Compare and evaluate job search materials based on thoroughness, accuracy and neatness.**	N-13

1. LEARNING AREA:

LANGUAGE ARTS

2. STATE GOAL FOR LEARNING 3: Students will be able to write standard English in a grammatical, well-organized and coherent manner for a variety of purposes.

3. LEARNING OBJECTIVES BY THE END OF GRADE 8* AND/OR 11** STUDENTS WILL BE ABLE TO:	4. LEARNING ACTIVITY REFERENCE: UNIT AND ACTIVITY #
Complete a report which assesses personality traits in relation to careers.**	N-1 N-2 N-3
Complete a worksheet which indicates current attitudes, habits and abilities and how these impact future career choices	N-2 N-3
Complete a report on the world of work and career related decisions in the U.S. economy.*	N-4
Prepare a mailable letter and envelope requesting career related information.**	N-5
Prepare a report which analyzes information in the Occupational Outlook Handbook and the Dictionary of Occupational Titles.**	N-6 N-7
Prepare job search package which includes pertinent personal, educational and work-related information.**	N-8 N-9
Prepare an application form and letters of application, followup, acceptance and rejection.**	N-10 N-11 N-12

1. LEARNING AREA:

LANGUAGE ARTS

2. STATE GOAL FOR LEARNING 4: Students will be able to use spoken language effectively in formal and informal situations to communicate ideas and information and to ask and answer questions.

3. LEARNING OBJECTIVES: BY THE END OF GRADE 8* AND/OR 11** STUDENTS WILL BE ABLE TO:	4. LEARNING ACTIVITY REFERENCE: UNIT AND ACTIVITY #
Discuss current attitudes, habits and abilities and how these impact future career choices.*	N-2 N-3
Become aware of the world of work and career related decisions in the U.S. economy.*	N-4
Understand the importance of preparing pertinent personal, educational and work-related information which would be needed for a job search.**	N-8 N-9 N-10 N-11 N-12
Compare and evaluate job search materials based on thoroughness, accuracy and neatness.**	N-13

1. LEARNING AREA:

MATHEMATICS

2. STATE GOAL FOR LEARNING 1: Students will be able to perform the computations of addition, subtraction, multiplication, and division using whole numbers, integers, fractions, and decimals.

3. LEARNING OBJECTIVES: BY THE END OF GRADE 8* AND/OR 11** STUDENTS WILL BE ABLE TO:	4. LEARNING ACTIVITY REFERENCE: UNIT AND ACTIVITY #
Calculate arithmetic problems using a ten-key pad.*	O-1 O-2 O-3 O-4

1. LEARNING AREA:

SOCIAL SCIENCES

2. STATE GOAL FOR LEARNING 1: Students will be able to understand and analyze comparative political and economic systems, with an emphasis on the political and economic systems of the United States.

3. LEARNING OBJECTIVES: BY THE END OF GRADE 8* AND/OR 11** STUDENTS WILL BE ABLE TO:	4. LEARNING ACTIVITY REFERENCE: UNIT AND ACTIVITY #
Become aware of the world of work and career decisions related to the U.S. economy.*	N-4 N-5
Locate and analyze information in the Occupational Outlook Handbook and the Dictionary of Occupational Titles.**	N-6 N-7

1. LEARNING AREA:

SOCIAL SCIENCES

2. STATE GOAL FOR LEARNING 5: Students will be able to apply the skills and knowledge gained in the social sciences to decision making in life situations.

3. LEARNING OBJECTIVES: BY THE END OF GRADE 8* AND/OR 11** STUDENTS WILL BE ABLE TO:	4. LEARNING ACTIVITY REFERENCE: UNIT AND ACTIVITY #
Assess personality traits in relation to careers.*	N-1
Understand current attitudes, habits and abilities and how these impact future career choices.*	N-2 N-3
Become aware of the world of work and career decisions related to the U.S. economy.*	N-4 N-5
Locate and analyze information in the Occupational Outlook Handbook and the Dictionary of Occupational Titles.**	N-6 N-7
Understand the importance of preparing pertinent personal, educational and work-related information which would be needed for a job search.**	N-8 N-9 N-10 N-11 N-12
Compare and evaluate job search materials based on thoroughness, accuracy and neatness.**	N-13

1. LEARNING AREA: BIOLOGICAL AND PHYSICAL SCIENCES	
2. STATE GOAL FOR LEARNING 4: Students will have a working knowledge of the processes, techniques, methods, and available technology of science.	
3. LEARNING OBJECTIVES: BY THE END OF GRADE 8* AND/OR 11** STUDENTS WILL BE ABLE TO:	4. LEARNING ACTIVITY REFERENCE: UNIT AND ACTIVITY #
Use a ten-key pad to calculate arithmetic problems.*	O-1 O-2 O-3 O-4

1. LEARNING AREA: PHYSICAL DEVELOPMENT AND HEALTH	
2. STATE GOAL FOR LEARNING 6: Students will be able to perform a variety of complex motor activities.	
3. LEARNING OBJECTIVES: BY THE END OF GRADE 8* AND/OR 11** STUDENTS WILL BE ABLE TO:	4. LEARNING ACTIVITY REFERENCE: UNIT AND ACTIVITY #
Develop speed and accuracy in using a ten-key pad to calculate arithmetic problems.*	O-1 O-2 O-3 O-4

APPENDIX H

CROSSWALK OF INSTRUCTIONAL ACTIVITIES TO GENERALIZABLE SKILLS, TRANSITION SKILLS, VOCATIONAL ETHICS SKILLS AND STATE LEARNING GOALS

The Illinois education reform legislation passed in 1985 and amended in 1986 defined the primary purpose of schooling as a "transmission of knowledge and culture through which children learn in areas necessary to their continuing development, including use of alternative educational delivery systems such as opportunities for employment."*

School districts and the State Board of Education have the opportunity to work together to achieve this purpose through the implementation of the Learning Goals/Assessment Program. The program is designed so that schools will have plans in place for assessing, reporting on and improving the performance of students in grades 3, 6, 8 and 11 in relation to six selected areas of learning (Language Arts, Mathematics, Biological and Physical Science, Social Sciences, Physical Development and Health, and Fine Arts). A set of State Goals for Learning for these fundamental areas is available from the State Board of Education.

A major responsibility for the local school districts regarding this activity is to develop and submit for approval a Learning Assessment Plan (LAP) under the State Goals in each of the six fundamental areas of learning. Local districts are to show how their district curriculum is consistent with the State Goals by listing district learning objectives under the State Goals for Learning in the Learning Assessment Plan.

The purpose of this appendix is to assist teachers, administrators and State Board staff in developing curricula which assist students in meeting the primary purposes of schooling. Three classes of skills (generalizable, transition and vocational ethics) are considered very important in the development of orientation-level curricula and teaching strategy. The following material provides a crosswalk of instructional activities to these skills. The material is intended to be used to indicate how a course using this curriculum material contributes to the six primary purposes of schooling.

* Taken from Illinois Association of School Boards (1988). The School Code of Illinois and Related Law. St. Paul: West Publishing Co. Section 27-1. p. 212.

ACTIVITY NUMBER	GENERALIZABLE SKILLS	TRANSITION SKILLS	VOCATIONAL ETHICS SKILLS	STATE LEARNING GOALS
A-1	R,C,T	C		LA: 1,3 MA: SS: BP: 1,4
A-2	R,C,T	C		LA: 1,3 MA: SS: BP: 1,4
A-3	R,C,T	C		LA: 1 MA: SS: BP: 1,4
A-4	R,C,T	C		LA: 1,2,3 MA: SS: BP: 4
A-5	R,C,T	C		LA: 1,2 MA: SS: BP: 4
A-6	R,C,T	C,P		LA: 1,2 MA: SS: BP: 4
A-7	R,C,I,T	C	I	LA: 1,2,4 MA: SS: BP: 4
A-8	R,C,T	C		LA: 1 MA: SS: BP: 4

KEY:

GENERALIZABLE SKILLS
R = Reasoning
C = Communications
M = Math
I = Interaction
A = Attitudinal
T = Technology

TRANSITION SKILLS
C = Change in work
S = Dealing with stress
P = Problem solving

STATE LEARNING GOAL AREAS
LA = Language Arts; MA = Math; SS = Social Science; BP = Biological & Physical Sciences; PH = Physical Development & Health

VOCATIONAL ETHICS SKILLS
E = Ethical reasoning
I = Interpersonal

ACTIVITY NUMBER	GENERALIZABLE SKILLS	TRANSITION SKILLS	VOCATIONAL ETHICS SKILLS	STATE LEARNING GOALS
A-9	R,C,T	C		LA: 1,2,4 MA: SS: BP: 4
A-10	R,C,I,T	C	I	LA: 1,2,4 MA: SS: BP: 4
A-11	R,C,T	C,P		LA: 1,3 MA: SS: BP: 4
B-1	R,C,T	C		LA: 1 MA: SS: BP: 1
B-2	R,T	C,P		LA: MA: SS: BP: 4
B-3	R,C,T	C,P		LA: 1 MA: SS: BP: 4
C-1	C,T	C		LA: MA: SS: BP: 4
C-2	C,T	C		LA: MA: SS: BP: 4
C-3	C,T	C		LA: MA: SS: BP: 4

ACTIVITY NUMBER	GENERALIZABLE SKILLS	TRANSITION SKILLS	VOCATIONAL ETHICS SKILLS	STATE LEARNING GOALS
C-4	R,C,T	C		LA: 1 MA: SS: BP: 4
C-5	R,C,T	C		LA: 1 MA: SS: BP: 4
C-6	R,C,T	C		LA: 1 MA: SS: BP: 4

ACTIVITY NUMBER	GENERALIZABLE SKILLS	TRANSITION SKILLS	VOCATIONAL ETHICS SKILLS	STATE LEARNING GOALS
D-1	R,C	C		LA: 1 MA: SS: BP: PH:
D-2	R,C,T	C		LA: 1,3 MA: SS: BP: 4 PH:
D-3	R,C,T	C,P		LA: 3,6 MA: SS: BP: 4 PH:
D-4	R,C,T	C,P		LA: 3 MA: SS: BP: 4 PH:
D-5	R,C,T	C,P		LA: 1,3 MA: SS: BP: 4 PH:
D-6	R,C,T	C,P		LA: MA: SS: BP: 4 PH:
D-7	R,C,T	C,P		LA: 3 MA: SS: BP: 4 PH:
E-1	R,T	C		LA: 1 MA: SS: BP: 4 PH:

ACTIVITY NUMBER	GENERALIZABLE SKILLS	TRANSITION SKILLS	VOCATIONAL ETHICS SKILLS	STATE LEARNING GOALS
E-2	T	C		LA: MA: SS: BP: PH: 4
E-3	T	C		LA: MA: SS: BP: PH: 4
F-1	R,C,M,T	C,P		LA: 3 MA: 1 SS: BP: PH:
F-2	R,C,M,T	C,P		LA: 3 MA: 1 SS: BP: PH:
F-3	R,C,T	C,P		LA: 3 MA: 1 SS: BP: 4 PH:
F-4	R,C,T	C,P		LA: 3 MA: SS: BP: 4 PH:
F-5	R,C,M,T	C,P		LA: 3 MA: 1 SS: BP: PH:

ACTIVITY NUMBER	GENERALIZABLE SKILLS	TRANSITION SKILLS	VOCATIONAL ETHICS SKILLS	STATE LEARNING GOALS
G-1	R,C,T	C,P		LA: 1,3 MA: SS: BP: PH:
G-2	R,C,T	C,P		LA: 1,3 MA: SS: BP: PH:
G-3	R,C,T	C,P		LA: 1,3 MA: SS: BP: PH:
G-4	R,C,T	C,P		LA: 1,3 MA: SS: BP: PH:
G-5	R,C,T	C,P		LA: 1,3 MA: SS: BP: 4 PH:
G-6	R,C,T	C,P		LA: 1,3 MA: SS: BP: PH:

ACTIVITY NUMBER	GENERALIZABLE SKILLS	TRANSITION SKILLS	VOCATIONAL ETHICS SKILLS	STATE LEARNING GOALS
H-1	R,C,T	C,P		LA: 1,3 MA: SS: BP:
H-2	R,C,T	C,P		LA: 1,3 MA: SS: BP:
H-3	R,C,T	C,P		LA: 1,3 MA: SS: BP:
H-4	R,C,T	C,P		LA: 1,3 MA: SS: BP:
H-5	R,C,T	C,P		LA: 1,3 MA: SS: BP:
H-6	R,C,T	C,P		LA: 1,3 MA: SS: BP:
H-7	R,C,T	C,P		LA: 1,3 MA: SS: BP: 4
H-8	R,C,T	C,P		LA: 1,3 MA: SS: BP: 4
H-9	R,C,T	C,P		LA: 1,3 MA: SS: BP: 4
I-1	R,C,T	C,P		LA: 1,3 MA: SS: BP:

ACTIVITY NUMBER	GENERALIZABLE SKILLS	TRANSITION SKILLS	VOCATIONAL ETHICS SKILLS	STATE LEARNING GOALS
I-2	R,C,T	C,P		LA: 1,3 MA: SS: BP: 4
I-3	R,C,T	C,P		LA: 1,3 MA: SS: BP:
J-1	R,C,T	C,P		LA: 1,3 MA: SS: BP:
J-2	R,C,T	C,P		LA: 1,3 MA: SS: BP:
J-3	R,C,T	C,P		LA: 1,3 MA: SS: BP:
J-4	R,C,T	C,P		LA: 1,3 MA: SS: BP:
J-5	R,C,T	C,P		LA: 1,3 MA: SS: BP:
J-6	R,C,T	C,P		LA: 1,3 MA: SS: BP:
J-7	R,C,T	C,P		LA: 1,3 MA: SS: BP:

ACTIVITY NUMBER	GENERALIZABLE SKILLS	TRANSITION SKILLS	VOCATIONAL ETHICS SKILLS	STATE LEARNING GOALS
J-8	R,C,T	C,P		LA: 1,3 MA: SS: BP: 4
J-9	R,C,T	C,P		LA: 1,3 MA: SS: BP: 4

ACTIVITY NUMBER	GENERALIZABLE SKILLS	TRANSITION SKILLS	VOCATIONAL ETHICS SKILLS	STATE LEARNING GOALS
K-1	R,C,T	C,P		LA: 1,3 MA: SS: BP: 4
K-2	R,C,T	C,P		LA: 1,3 MA: SS: BP: 4
K-3	R,C,T	C,P		LA: 1,3 MA: SS: BP: 4
K-4	R,C,T	C,P		LA: 1,3 MA: SS: BP: 4
K-5	R,C,T	C,P		LA: 1,3 MA: SS: BP: 4
K-6	R,C,T	C,P		LA: 1,3 MA: SS: BP: 4
L-1	R,C,T	C,P		LA: 1,3 MA: SS: BP:
L-2	R,C,T	C,P		LA: 1,3 MA: SS: BP:
L-3	R,C,T	C,P		LA: 1,3 MA: SS: BP:
L-4	R,C,T	C,P		LA: 1,3 MA: SS: BP:

ACTIVITY NUMBER	GENERALIZABLE SKILLS	TRANSITION SKILLS	VOCATIONAL ETHICS SKILLS	STATE LEARNING GOALS
L-5	R,C,T	C,P		LA: 1,3 MA: SS: BP:
M-1	R,C,M,T	C,P		LA: 1,3 MA: 1 SS: BP:
M-2	R,C,T	C,P		LA: 1,3 MA: SS: BP: 4
M-3	R,C,M,T	C,P		LA: 1,3 MA: 1 SS: BP:
M-4	R,C,M,T	C,P		LA: 1,3 MA: 1 SS: BP:
M-5	R,C,M,T	C,P		LA: 1,3 MA: 1 SS: BP:
M-6	R,C,M,T	C,P		LA: 1,3 MA: 1 SS: BP:
M-7	R,C,M,T	C,P		LA: 1,3 MA: 1 SS: BP:

ACTIVITY NUMBER	GENERALIZABLE SKILLS	TRANSITION SKILLS	VOCATIONAL ETHICS SKILLS	STATE LEARNING GOALS
N-1	R,I,A	C	E,I	LA: 1,3 MA: SS: 5 BP: PH:
N-2	R,C,I,A	C	E,I	LA: 1,2,3,4 MA: SS: 5 BP: PH:
N-3	R,C,I,A	C	E,I	LA: 1,2,3,4 MA: SS: 5 BP: PH:
N-4	R,C,I,A,T	C	E,I	LA: 2,3,4 MA: SS: 1,5 BP: PH:
N-5	R,C,T	C		LA: 3 MA: SS: 1,5 BP: PH:
N-6	R,C,T	C		LA: 1,3 MA: SS: 1,5 BP: PH:
N-7	R,C,T	C		LA: 1,3 MA: SS: 1,5 BP: PH:
N-8	R,C,A,T	C,P	E	LA: 1,2,3,4 MA: SS: 5 BP: PH:

ACTIVITY NUMBER	GENERALIZABLE SKILLS	TRANSITION SKILLS	VOCATIONAL ETHICS SKILLS	STATE LEARNING GOALS
N-9	R,C,A,T	C,P	E	LA: 1,2,3,4 MA: SS: 5 BP: PH:
N-10	R,C,A,T	C,P	E	LA: 1,2,3,4 MA: SS: 5 BP: PH:
N-11	R,C,A,T	C,P	E	LA: 1,2,3,4 MA: SS: 5 BP: PH:
N-12	R,C,A,T	C,P	E	LA: 1,2,3,4 MA: SS: 5 BP: PH:
N-13	R,C,A,T	C,P	E	LA: 2,3,4 MA: SS: 5 BP: PH:
O-1	R,M,T	C,P		LA: 1 MA: 1 SS: BP: 4 PH: 6
O-2	R,M,T	C,P		LA: 1 MA: 1 SS: BP: 4 PH: 6
O-3	R,M,T	C,P		LA: 1 MA: 1 SS: BP: 4 PH: 6

ACTIVITY NUMBER	GENERALIZABLE SKILLS	TRANSITION SKILLS	VOCATIONAL ETHICS SKILLS	STATE LEARNING GOALS
O-4	R,M,T	C,P		LA: 1 MA: 1 SS: BP: 4 PH: 6